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ABSTRACT

A guide to the vast array of ERIC available resources for law-related education (LRE), this annotated bibliography is intended to assist anyone concerned with the civic education of U.S. youth, especially teachers and other members of the K-12 educational community. It offers information about the law, innovative teaching methods, and guides to national LRE programs. Part 1 presents an annotated bibliography of 102 LRE teaching materials, resource guides, and research documents in Resources in Education. Part 2 provides an annotated bibliography of 39 journal articles in Current Index to Journals in Education. Part 3 has two ERIC Digests on LRE. The first is "Linking Law-Related Education to Reducing Violence By and Against Youth" by Carolyn Pereira. The second Digest is "Essentials of Law-Related Education," adapted by Robert S. Leming. Also included are 4 appendices that provide contact information for a network of LRE programs being conducted at both national and state levels, tips for searching the ERIC database for LRE materials, sample ERIC document and journal article resumes and instructions for submitting LRE documents to the ERIC system. (LH)

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ED 394 895

Robert S. Leming and Langdon T. Healy, editors

RESOURCES ON LAW-RELATED EDUCATION

Documents and Journal Articles in ERIC, 1995

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Yearbook No. 2

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RESOURCES ON LAW-RELATED EDUCATION

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ERIC Clearinghouse for Social Studies/Social Science Education
and the American Bar Association
National Law-Related Education Resource Center

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This volume was published in 1996 by the ERIC Clearinghouse for Social Studies/Social Science Education and the American Bar Association Division for Public Education. ERIC documents and journal articles presented in this volume were put into the ERIC database between October 1, 1994 and September 30, 1995. This volume includes the comprehensive record of documents and journal articles on law-related education that were entered into the ERIC database during that time.

Funding for the development of this publication was provided by the American Bar Association, Fund for Justice and Education, and the Office of Educational Research and Improvement, U.S. Department of Education, under contract RR93002014. The opinions expressed do not necessarily reflect the positions or policies of OERI, ED, or ABA.

ERIC, Educational Resources Information Center, is an information system sponsored by the Office of Educational Research and Improvement, within the U.S. Department of Education.

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Introduction

Law-related education (LRE) is the organized learning experience that provides teachers and students with opportunities to develop an understanding of the values and principles upon which the legal system in our constitutional democracy is based. Citizenship education is the overriding goal of LRE in elementary and secondary schools. LRE encourages students to be engaged citizens and to reflect upon the manner in which law affects them and how they can affect law and society. LRE, therefore, is the practical application of law to daily living, conflict resolution, and community problem-solving rather than specialized legal education. LRE demands that students grapple with controversial issues that can affect their own lives. It stimulates discussion, exploration, and reflection. LRE emphasizes critical thinking and active participation by students. The widespread use of resource persons from the community in LRE programs enhances students' knowledge and skills, while emphasizing their membership in the larger community beyond the school.

To promote the widest possible dissemination of LRE materials, the American Bar Association's National Law-Related Education Resource Center (ABA/NLRC) serves as the Adjunct ERIC Clearinghouse for Law-Related Education, in partnership with the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) at the Social Studies Development Center of Indiana University. ERIC/ChESS is one of sixteen ERIC clearinghouses sponsored by the U.S. Department of Education.

As a guide to the vast array of LRE resources available to teachers, the American Bar Association and ERIC/ChESS present this annotated bibliography of ERIC documents and journal articles. Through its annual efforts to publicize the valuable teaching materials on LRE, the American Bar Association's NLRC endeavors to improve the quality of teaching in this vital area of civic education. This bibliography offers teachers essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Reflecting a growing and important component of the K-12 curriculum, these materials on LRE should hold great interest for the educational community and anyone concerned with the civic education of American youth.

The American Bar Association's Public Education Division created the NLRC in 1991 to collect and disseminate information on LRE programs and resources, substantive legal topics, funding sources, and teacher and resource leader training opportunities. Today, the NLRC serves the K-12 community, college and university students, as well as the general public. NLRC produces newsletters, technical assistance papers, anthologies, bibliographies, and books on LRE resources, such as *319 Current Videos and Software for K-12 Law-Related Education.*

ERIC is a federally funded, national information system designed to provide ready access to education literature. At the heart of ERIC is the largest education database in the world—containing more than 850,000 records about journal articles, research reports, curriculum and teaching guides, conference papers, and books. Each year approximately 30,000 new records are added. The ERIC database is available in many formats at hundreds of locations. A network of subject-oriented clearinghouses provides toll-free reference and referral services and free or low-cost publications on important education topics. Twenty-five years ago, ERIC became the first commercial online database. In 1986, the ERIC database was made available for searching on CD-ROM.

Now ERIC is pioneering efforts to make education information accessible through electronic networks. Currently ERIC is available to thousands of teachers, administrators, parents, students, and policymakers through the Internet, CompuServe, America Online, America Tomorrow, and GTE Educational Network Services.

AskERIC is a human-mediated, question answering service for teachers, library media specialists, administrators, and others involved in education. A project of the ERIC Clearinghouse on Information and Technology at Syracuse University, AskERIC uses the vast resources of the ERIC system and the Internet to answer questions by electronic mail. Questioners receive an electronic mail response at no cost within 48 hours. Typical responses include citations from ERIC database searches, full text ERIC Digests, and Internet resources such as listservs and addresses for Gopher sites. Address questions to: askeric@ericir.syr.edu.

The AskERIC Virtual Library offers an abundance of electronic resources through World Wide Web (WWW) and Gopher. The resources include lesson plans, ERIC searches, ERIC Digests, AskERIC Info Guides, and lessons and materials from NASA, CNN, and the Discovery/Learning Channel. If you have Netscape or another WWW browser, open the URL and connect to: http://ericir.syr.edu. If you have Gopher or FTP, connect to: ericir.syr.edu. You also may Telnet to: ericir.syr.edu and type "gopher: at the "login:" prompt. If you need help, e-mail: askeric@ericir.syr.edu or call 800/464-9107.

Included in this collection are abstracts of LRE documents and annotations of LRE journal articles collected between October 1, 1994 and September 30, 1995. They are organized alphabetically by author. The LRE materials in this publication range from lesson plans on the Code of Hammurabi in 18th century B.C. Babylonia to using the O. J. Simpson trial as a teaching tool. Part I contains abstracts of LRE teaching materials, resource guides, and research documents. Part II provides an annotated bibliography of journal articles. The ERIC Digests, presented in Part III, include LINKING LAW-RELATED EDUCATION TO REDUCING VIOLENCE BY AND AGAINST YOUTH by Carolyn Pereira and the American Bar Association's ESSENTIALS OF LAW-RELATED EDUCATION, adapted by Robert S. Leming. Appendices feature a directory that provides contact information for a network of LRE programs being conducted at national and state levels, instructions on how to submit LRE documents to the ERIC system, and additional information about the ERIC system and how to use its myriad features.

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Part I

Resources in Education (RIE)

ANNOTATED BIBLIOGRAPHY ON LAW-RELATED EDUCATION

Resources in Education (RIE) of the U.S. Department of Education is the facet of the ERIC database that publicizes documents in education, including lesson plans, curriculum guides, and research papers. Each entry provides the author, title, publisher, and sponsoring organization. A list of key words fosters easy reference and computer searches. The annotation offers a brief summary of the thesis, purpose, and contents of the document. Figure 1 in Appendix 3 is a guide to reading an ERIC document resume.

Educators may access the full text of many of the LRE documents referenced in this bibliography through microfiche collections available at major libraries or they may order paper copies through the ERIC Document Reproduction Service (EDRS). Serving a diverse group of customers with a wide range of requirements, EDRS fills requests ranging from one document to the entire ERIC collection for international, national, and local governments; university, state, and municipal libraries; foreign universities and libraries; education professionals, students and parents; and community groups, corporations, and professional associations.

ERIC Document Reproduction Service
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Toll Free: 800/443-3742
Telephone: 703/440-1400
FAX: 703/440-1408

Document abstracts in Part I were put into the ERIC database between October 1, 1994 and September 30, 1995.

ED368643
Allen, Rodney F.
A DISPUTE MEDIATION PROGRAM: REPORT ON THE COBBLE MIDDLE SCHOOL STUDENT-CONDUCTED PROGRAM IN TALLAHASSEE, FLORIDA.
Tallahassee, FL: 1993, 20p.

EDRS Price - MF01/PC01 Plus Postage.
Document Type: REPORTS - DESCRIPTIVE (141)
Geographic Source: U.S.; Florida
Descriptors: Arbitration-; Counseling-Objectives; Counseling-Techniques; Counselor-Training; Intermediate-Grades; Junior-High-Schools; Middle-Schools; Peer-Influence; Peer-Relationship; *Conflict-Resolution; *Counseling-Services; *Peer-Counseling; *Prevention
Identifiers: Leon-County-School-District-FL

This conflict mediation program resolves disputes non-violently using teams of two student mediators and a set of formal procedures. These methods improve communication, define issues, and develop alternative paths to resolution. The goals of the program are the prevention of violence, the improvement of human relations, and the building of more peaceful, cooperative communities. The selection of student mediators consists of applications and interviews with a criteria to insure a balance across grades and school demographics. The process for training the student mediators begins with an initial orientation followed by 12 hours of specific training focusing on getting disputants to talk peacefully. The student mediators master and use a six step conflict resolution process: (1) initiation; (2) telling tales; (3) identifying the problem; (4) imagining alternative solutions; (5) narrowing the possible solutions list; and (6) reaching a settlement. The program consists of weekly meetings and a time period for assigned cases 4 days a week. Four issues concerning student mediation arose from the program. Teacher and administrator testimony supports the positive impact of the program upon student mediators and the school community. (CK)

ED375057
Alvez, Aggie.
NATIONAL TRAINING AND DISSEMINATION PROGRAM: LRE PUBLIC RELATIONS MANUAL.
Washington, DC: National Inst. for Citizen Education in the Law, Center for Civic Education, Calabasas, CA.; Constitutional Rights Foundation, Chicago, IL.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; Phi Alpha Delta Law Fraternity International, Washington, DC, 1994, 64p.

Available From: National Institute for Citizen Education in the Law, 711 G St., S.E., Washington, DC 20003.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: GUIDES - NON-CLASSROOOM (055)
Geographic Source: U.S.; District-of-Columbia
Target Audience: Administrators; Practitioners
Descriptors: Citizenship-Education; Secondary-Education; Social-Studies; *Law-Related-Education; *Public-Relations

In order to champion law-related education, this volume argues that administrators of law-related education (LRE) programs should make public relations an integral part of program planning. An introductory section defines public relations and offers basic advice for developing goals and strategies. The guide advises program directors to train their staffs for public relations and to involve their advisory board, affiliated organizations, and a public relations firm that does pro bono work. A section on the media explains how to develop a media contact list including contact persons, deadlines, and policies for editorial comments. It is important to establish good working relationships with reporters and not to favor one newspaper, radio station, or television station over another. The guide outlines steps that may make LRE newsworthy such as holding competitions, giving awards, and relating events to controversial issues. To foster media coverage, the document presents model news releases and explanations of why certain releases are more effective than others. The guide closes with advice for maintaining a photograph album of all LRE events that can provide materials for newspapers and in-house publications. (JD)

ED377135

American Bar Association.

E PLURIBUS UNUM. OUT OF MANY, ONE. 1995. LAW DAY PLANNING GUIDE. Chicago, IL: American Bar Association, 1994, 53p.; A product of the ABA Division for Public Education.

Sponsoring Agency: Division for Public Education, American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: GUIDES - NON-CLASSROOM (055)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Administrators; Practitioners

Descriptors: Citizenship-Education; Secondary-Education; Social-Studies; *Law-Related-Education

Identifiers: United-States-Constitution; *Law-Day

This booklet introduces ideas and materials for Law Day activities. Celebrated on May 1, Law Day is an annual opportunity to expand awareness of U.S. laws and the justice system and their valuable impact on our lives. The primary purpose of Law Day is to provide the opportunity for the public to reflect on U.S. legal heritage, the role of law in society, and the rights guaranteed under the Constitution. The booklet outlines programs for Law Day including a film festival, community forums, conversations on pluralism and identity, school-based competitions, on-air talk shows, and comparative law forums. Suggestions for planning a Law Day program include establishing a planning committee, recruiting speakers, conducting publicity, site selection, and budgeting. A planning timeline outlines the months during which organizational activities should take place, beginning with forming a committee in September through the events in May and presentations of awards the following August. The booklet catalogues materials that planners may order for Law Day such as stickers, mugs, pencils, letterhead, books, and videos. (JD)

ED375061

Armancas Fisher, Margaret, and Grayfred B. Gray, eds.

A MANUAL FOR TEACHING LAW STUDENTS TO TEACH LAW. PROJECT DIRECTOR'S MANUAL.

Washington, DC: National Inst. for Citizen Education in the Law, Department of Justice, Washington, DC, Office of Juvenile Justice and Delinquency Prevention, 1990, 234p.

Sponsoring Agency: National Institute for Citizen Education in the Law, 711 G Street, S.E., Washington, DC 20003.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Administrators; Teachers; Practitioners

Descriptors: Citizenship-Education; Higher-Education; Instructional-Materials; Intermediate-Grades; Law-Students; Legal-Education-Professions; Middle-Schools; Resource-Materials; Secondary-Education; Social-Studies; *Law-Related-Education

Identifiers: Street-Law

This manual is intended to serve as a resource book for law professors and program directors who would like to conduct a program for teaching law students to instruct the public in their areas of the law. Over 30 law schools nationwide offer credit or compensation to law students to teach in the community, primarily in high schools, but also in middle schools, prisons, and community organizations. Although based predominantly on the "Street Law" textbook, the programs may differ substantially from each other. For this reason, the manual is illustrative and does not suggest a single right way to conduct a program. The seven chapters of the manual cover key issues for street law programs, their basic features, the rationale for the programs, their structures, instructions for law students, evaluations of the instructors, and the administration of the programs. In the appendices, the manual presents detailed descriptions of several law school programs, sample syllabi for a law school seminar, lesson plans for a seminar, materials for use in instructing law students to teach, lesson plans that the law students may employ, and several lists of teaching resources. Emphasizing the several strategies that have proven successful, the manual provides an overview of the different models followed by law schools at Georgetown University, Temple University, and the University of Tennessee. (JD)

ED383614

Barrington, Lowell W.

AN EXPLANATION OF THE CITIZENSHIP POLICIES OF ESTONIA AND LITHUANIA. 35p. Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1995).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: REPORTS - DESCRIPTIVE (141) — GUIDES - NON CLASSROOM (055)

Geographic Source: U.S.; New York

Descriptors: *Citizen-Role; *Citizenship; *Citizenship Education; Citizenship-Responsibility; *Civics; Civil-Liberties; Civil-Rights; Democracy; *Developing-Nations; Foreign-Countries; Global-Education; Government (Administrative-Body); Human-Relations; Law-Related-Education; Political-Science

Identifiers: *Estonia; *Lithuania

This study attempts to examine and explain the citizenship choices made by the governments of Estonia and Lithuania. The report examines the factors driving the invlusiveness of the policies. The project attempts to discover those factors that lead the government of a newly independent state to develop a more inclusive or more exclusive citizenship policy. Factors that likely affect the development of citizenship policies include: (1) an ethnically defined nation or political-territorially defined nation; (2) whether or not the newly independent state is seen as a nation-state or as a multi-national state; (3) a perceived threat to survival of the nation; (4) strength of minority groups in size, concentration, and economic power; and (5) powerful neighbors interested in inclusive policies due to a large ethnic minority in their own country or human rights organizations monitoring citizenship policies. These factors and questions, although applied to Lithuania and Estonia, also address the civic issues of democracy. Extensive notes accompany the text. Contains approximately 100 references. (EH)

ED374067

Bloom, Jennifer, ed.

RIGHTS OF THE ACCUSED: CRIMINAL AMENDMENTS IN THE BILL OF RIGHTS. A COMPILATION OF LESSONS BY MINNESOTA TEACHERS.

St. Paul, MN: Hamline Univ., School of Law, 1991, 414p.; For related items, see SO 024 499 and SO 024 502-503.

Sponsoring Agency: Minnnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104.

EDRS Price - MF01/PC17 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Goegraphic Source: U.S.; Minnesota

Target Audience: Teachers; Students; Community; Practitioners

Descriptors: Citizenship-Education; Equal-Protection; Intermediate-Grades; Junior-High-Schools; Resource-Materials; Resource-Units; *Civil-Liberties; *Constitutional-Law; *Criminal-Law; *Due-Process; *Law-Related-Education

Identifiers: Hamline-University-MN; Minnesota-; *Bill-of-Rights

The 36 lessons collected in this publication are designed to introduce students to the rights of the accused and provide a scholarly study of these rights, exploring historical development as well as current application. Lessons are provided for all grade levels. The topics covered include the Bill of Rights, criminal rights amendments, juvenile law, and legal ethics. An appendix contains the U.S. Bill of Rights, a simplified Constitution and Bill of Rights, and the Minnesota Constitution. (RJC)

ED374069

Bloom, Jennifer.

MINNESOTA IN THE SUPREME COURT. LESSONS ON SUPREME COURT CASES INVOLVING MINNESOTANS.

St. Paul, MN: Hamline Univ., School of Law, 114p.; For related items, see SO 024 499 and SO 024 501-502.

Available From: Minnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104.

EDRS Price - MF01/PC05 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; Minnesota

Target Audience: Teachers; Students; Community; Practitioners

Descriptors: Citizenship-Education; Civil-Liberties; Due-Process; Equal-Protection; Resource-Materials; Resources-; Resource-Units; Secondary-Education; *Constitutional-Law; *Court-Litigation; *Law-Related-Education

Identifiers: Hamline-University-MN; Minnesota-; *Supreme-Court

This document focuses on cases brought by Minnesotans to the U.S. Supreme Court. The five lessons featured are designed to provide secondary classroom teachers with material needed to teach each unit. Lessons cover Supreme Court proceedings, free press issues, freedom of religion, abortion rights, and privilege against self-incrimination. Instructions and materials for conducting mock trials as well as an appendix containing the Bill of Rights, U.S. Constitution, and Minnesota Constitution conclude the volume. (RJC)

ED375041

Center for Civic Education.

VIOLENCE IN THE SCHOOLS: DEVELOPING PREVENTION PLANS. STAFF DEVELOPMENT TRAINING MANUAL. EXERCISES IN PARTICIPATION SERIES.

Calabasas, CA: Center for Civic Education, 1994, 30p.

Sponsoring Agency: American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; Constitutional Rights Foundation, Los Angeles, Calif.; Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; National Inst. for Citizen Education in the Law, Washington, DC.; Phi Alpha Delta Law Fraternity International, Washington, DC.; Social Science Education Consortium, Inc., Boulder, Colo.

Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: GUIDES - NON-CLASSROOM (055)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

Descriptors: Citizenship-Education; Discipline-; Educational-Environment; Elementary-Secondary-Education; Law-Related-Education; Social-Studies; *School-Security; *Staff-Development; *Training-; *Violence-

This training manual complements the textbook "Violence in the Schools: Developing Prevention Plans." The curriculum introduces students to the democratic process by involving them in the development of a prevention plan for treating the problem of violence in their school. The manual guides trainers in designing and implementing teacher training programs to assist teachers as they initiate this interactive program in civic education. After explaining how to arrange a training session, the guide suggests two possible schedules for training sessions, depending on whether 3 hours or only 75 minutes are available. As a means of introducing teachers to the program, the manual provides a sample lesson plan on the causes of violence in schools. The appendix includes an evaluation form for the training session, a planning checklist, a form for recording training sessions, and a participant sign-in sheet. (JD)

ED375047

Center for Civic Education.

WE THE PEOPLE...AND CIVIC EDUCATION: SUMMARIES OF RESEARCH.

Calabasas, CA: Center for Civic Education, 1994, 13p.

Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 (free).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REPORTS - EVALUATIVE (142)

Geographic Source: U.S.; California

Target Audience: Policymakers; Administrators; Teachers; Practitioners

Descriptors: Constitutional-Law; Secondary-Education; Social-Studies; United-States-History; *Citizenship-Education; *Constitutional-History; *Law-Related-Education;

Identifiers: *United-States-Constitution

This collection of research findings by several organizations quantifies public ignorance of the U.S. Constitution and the success of the "We the People...The Citizen and the Constitution Program" in addressing the problem. Surveys by the American Bar Association, the Hearst Corporation, the National Assessment of Education Progress, the People for the American Way, the University of California at Los Angeles Higher Education Research Institute, and the United States Census Bureau indicate a poor public understanding of the principles of democracy and an apathetic attitude toward political participation. Intended to address this challenge for civic education, the "We the People...Program," designed by the Center for Civic Education, involves students in a rigorous study of the Constitution and the Bill of Rights and provides for participation in congressional district, state, and national hearings. One research study has found that students involved in the program display more political tolerance and feel more politically effective than most adults and most other students. A second study concludes that high school students who have participated in the program demonstrate more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks. Reinforcing these research findings, the Educational Testing Service has characterized the "We the People"...program as a "great instructional success." (JD)

ED381473

Center for Research and Development in Law-Related Education.

IS CITIZENSHIP EDUCATION HERE TO STAY? SELF-EVALUATIONS OF STATE LAW-RELATED EDUCATION PROGRAMS.

Winston-Salem, NC: Center for Research and Development in Law-Related Education (CRADLE), 1994, 55p.

Sponsoring Agency: Department of Education, Washington, DC.

Available From: Center for Research and Development in Law-Related Education, Wake Forest University School of Law, 2714 Henning Drive, Winston-Salem, NC 27106.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: REPORTS - EVALUATIVE (142)

Geographic Source: U.S.; North-Carolina

Descriptors: Educational-Research; Secondary-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education

Identifiers: Mock-Trials; Peer-Mediation; Teacher-Lawyer-Cooperation; We-the-People-Competition

The self-evaluations summarized in this booklet were prepared by 50 different law-related education (LRE) programs throughout the United States in the spring of 1994. The purpose of the self-evaluation process was to assess the progress of the states towards institutionalization of citizenship education and LRE. The evaluations concluded that LRE was institutionalized in 14 states, meaning that it has become a permanent fixture of the states' educational program. The majority of states regularly hold annual institutes or conferences and inservice programs in LRE. The evaluations indicated that the most common LRE student activities were mock trial competitions, the "We the People" competition, peer mediation, and law students as teachers. The largest funders for LRE were the federal government, state governments, and state bar associations with additional assistance from foundations, corporations, and colleges. State directors of LRE programs were employed full time in 26 states, at least half time in 8, and less than half time in 12. Two states had no director and two did not respond to the survey. The names and address of evaluation participants are provided. (JD)

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ED381475
Center for Research and Development in Law-Related Education.
LEGACY: LINKING EDUCATORS AND THE GIFTED WITH ATTORNEYS FOR CIVICS: YES! CHALLENGING LESSONS FOR THE CLASSROOM AND BEYOND.
Winston-Salem, NC: Center for Research and Development in Law-Related Education (CRADLE), [1994], 176p.

Available From: Center for Research and Development in Law-Related Education, 2714 Henning Drive, Winston-Salem, NC 27106-4502.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; North-Carolina
Target Audience: Teachers; Students; Practitioners
Descriptors: Citizenship-Education; Elementary-Secondary-Education; Instructional-Materials; Social-Studies; Teaching-Methods; *Gifted-; *Law-Related-Education
Identifiers: Fourth-Amendment; United-States-Constitution

This collection of 17 lessons developed by teachers is intended to assist in teaching civic education to gifted and talented students. Gifted and talented students find the study of the United States Constitution, case law, and the legislative process fascinating. Divided into two sections, one for elementary and middle school and the other for middle and high school, the lessons cover the origins and evolution of the system of government, how and why the legal system operates as it does, and the roles of politicians, lawyers, judges, and citizens in ensuring effective and responsible government. Julie Tunnell, an elementary teacher from Dublin, Ohio, presents a lesson plan based on a search warrant simulation. Students are introduced to the Fourth Amendment, review several hypothetical searches, ask questions of a visiting police officer, engage in a simulation about a stolen calculator, and prepare a search warrant. Vicki L. Chase, a high school teacher from Idaho Falls, Idaho, developed a lesson plan about the 1964 Civil Rights Act. The lesson introduces students to the impact of discrimination prior to the Act, investigates instances of unconstitutional discrimination, and explores how U.S. life has changed since the 1964 Civil Rights Act. The lesson plans in the collection include student handouts, bibliographies, and clearly specified procedures. (JD)

ED375066
Constitutional Rights Foundation.
WORKING TOGETHER: LESSONS IN JUSTICE. LAW-RELATED LESSONS FOR TEACHING THE U.S. CONSTITUTION.
Chicago, IL: Constitutional Rights Foundation, 1994, 61p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
Available From: Constitutional Rights Foundation, 407 South Dearborn Street, Suite 1700, Chicago, IL 60605.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Constitutional-Law; Elementary-Education; Instructional-Materials; Learning-Activities; Teaching-Methods; *Law-Related-Education; *Social-Studies; *United-States-History
Identifiers: *United-States-Constitution

This teaching guide provides methods for integrating the study of law and citizenship into chronologically based U.S. History courses for elementary students. Correlated with the Illinois State Goals for Learning and the Learning Outcomes of the Chicago Public Schools as well as with national standards projects, the lessons encourage critical thinking, interactive learning, and the use of resource persons. The lesson strategies cover the origins of law, the American Revolution, conflict resolution, protest, nonviolence, the three branches of government, the Civil War, geography, women's rights, civil rights, and tolerance. The teaching methods outlined in the guide include role playing, brainstorming, and research. For each unit, the guide provides suggestions for resource persons such as attorneys, city council members, landlords, mediators, native Americans, judges, principals, committee heads, lobbyists, consumers, real estate agents, librarians, and social activists. To make the most effective use of the resource persons, the authors advise teachers to assure that the resource person is well-informed of the character of the class, its level of knowledge, the lesson planned, and their expected role. Because several of the topics may ignite controversy, the guide offers strategies for handling conflict. Teachers, the guide argues, should devise classroom rules for handling controversy, clearly identify the grounds for disagreement and the underlying assumptions, assure that students argue ideas rather than personalities, and support their arguments with facts. (JD)

ED375064
Croddy, Marshall, and others.
CRIMINAL JUSTICE IN AMERICA. SECOND EDITION.
Constitutional Rights Foundation, Los Angeles, Calif., 1993, 299p.; For "Teacher's Guide," see SO 024 544.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
Available From: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005 ($19.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: BOOKS (010)
Geographic Source: U.S.; California
Target Audience: Students
Descriptors: Correctional-Institutions; Crime-; Crime-Prevention; Criminal-Law; Criminology-; High-Schools; Juvenile-Justice; Learning-Activities; Police-; Police-Action; Secondary-School-Curriculum; Social-Studies; *Citizenship-Education; *Law-Related-Education
Identifiers: *Criminal-Justice

This comprehensive textbook on criminal justice is intended to serve as the foundation for a high school course on law-related education or as a supplement for civics, government or contemporary-issues courses. Designed to foster critical thinking and analytical skills, the book provides students with an understanding of the criminal justice system, its laws, and procedures. It examines the controversial issues of victims' rights, the insanity defense, the exclusionary rule, police-community relations, mandatory sentencing, the death penalty, youth gangs, the causes of crime, and the effect of race on the criminal justice system. Through case studies, simulations, peer-teaching, decision-making and field activities, students clarify public policy issues, identify values and propose and evaluate solutions. The book is divided into six units: crime and its victims; police; criminal process; corrections; juvenile justice; and solutions. In addition to classroom teaching strategies, "Criminal Justice in America" provides suggestions for field trips to courts and police facilities and for the use of resource persons. Covering all dimensions of crime from street crimes to while collar crime, the textbook challenges students for their reactions to real cases of fraud, violence, and rape. In the appendices, the textbook offers excerpts of the Constitution and a table of Supreme Court cases critical to the evolution of U.S. criminal law. Contains a glossary and references for each chapter. (JD)

ED375065
Croddy, Marshall, and Bill Hayes.
CRIMINAL JUSTICE IN AMERICA. TEACHER'S GUIDE. SECOND EDITION.
Los Angeles, CA: Constitutional Rights Foundation, 1994, 102p.; For textbook, see SO 024 543.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
Available From: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005 ($16.95).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Georgraphic Source: U.S.; California
Target Audience: Teachers; Practitioners
Descriptors: Correctional-Institutions; Crime-; Crime-Prevention; Criminal-Law; Criminology-; High-Schools; Juvenile-Justice; Learning-Activities; Police-; Police-Action; Social-Studies; *Citizenship-Education; *Law-Related-Education
Identifiers: *Criminal-Justice

This teacher's guide outlines effective strategies for using "Criminal Justice in America." This comprehensive textbook on criminal justice may serve either as the foundation for a high school law-related education course or as a supplemental text for civics, government or contemporary-issues courses. Designed to foster critical thinking and analytical skills, the book provides students with an understanding of the criminal justice system, its laws, procedures, and issues. It examines the controversial issues of victims' rights, the insanity defense, the exclusionary rule, police-community relations, mandatory sentencing, the death penalty, youth gangs, the causes of crime, and the effect of race on the criminal justice system. Through case studies, simulations, peer-teaching, decision-making and field activities, students clarify public policy issues, identify values and propose and evaluate solutions. In addition to classroom teaching strategies, "Criminal Justice in America" provides suggestions for field trips to courts and police facilities and for the use of resource persons. The teacher's guide contains advice for the six units: crime and its victims; police; criminal process; corrections; juvenile justice; and solutions. The guide offers teachers detailed background information on the criminal justice system, rich in charts and statistics. For student projects, the guide provides sample copies of a crime victim survey, a questionnaire on opinions toward the police, and other worksheets. In a final section, the guide contains test questions appropriate for the material. Contains general resources and resources for particular chapters. (JD)

BEST COPY AVAILABLE

ED379166

Croddy, Marshall.

REVIEWING THE VERDICT: ISSUES OF THE POLICE, JUSTICE, CHANGE [AND] INSTRUCTOR'S GUIDE.

Los Angeles, CA: Constitutional Rights Foundation, 1993, 65p.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; California

Target Audience: Students

Descriptors: Citizenship-Education; Civics-; Civil-Liberties; Civil-Rights; Constitutional-Law; Discussion-Teaching-Technique; Instructional-Materials; Mass-Instruction; Policy-Formation; Public-Policy; Role-Playing; Secondary-Education; Social-Studies; Teaching-Methods; *Court-Litigation; *Criminal-Law; *Law-Related-Education; *Racial-Bias

Identifiers: Burden-of-Proof; Double-Jeopardy; *King-Rodney

This document consists of a study unit and an accompanying teacher's guide prepared to assist teachers and community groups in discussing some of the legal and constitutional issues raised by the verdict in the Rodney King beating case. The study unit's first section, "Trial and Verdict," examines such issues as the public perceptions of the state criminal trial, the prosecution's burden of proof, the use of reasonable force, and the verdict in the case. Section 2, "Aftermath," explores aspects of the incident including the second, federal trial of the defendants, the concept of double jeopardy, and the role of plea bargaining. Student activities underscore many of the principles and ideas that the King beating and trials raise. Activities include questions for discussion, role playing scenarios, and policy analyses. The document concludes with a bibliography of sources, including governmental records, newspapers, periodicals, media resources, curriculum resources, and other items relevant to the Rodney King incident and the issues that it raises. In the teacher's guide the major instructional techniques utilized in the materials included: (1) reading and directed discussion, (2) video presentation and directed discussion, (3) interactive activities, (4) policy questions, and (5) taking action. The guide contains different options for the instructor, a guide for identifying and preparing resource volunteers, and a list of sources. (DK)

ED377127

Degelman, Charles, and Bill Hayes, ed.

[VIOLENCE IN SPORTS].

Los Angeles, CA: Constitutional Rights Foundation, 1994, 17p.

Sports & the Law 8 (Winter 1994).

Sponsoring Agency: Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; California

Target Audience: Students; Teachers; Practitioners

Descriptors: Citizenship-Education; Elementary-Secondary-Education; Social-Studies; *Athletics-; *Law-Related-Education; *Violence-

This teaching resource presents articles that draw on young people's natural interest in sports to stimulate their involvement in law-related education. An article on violence in sports explores the causes of this violence—the physical contact inherent in many sports, the desire to win at all costs, the urging of coaches, and the negligence of referees—as well as measures proposed to restrain players, including safety equipment, fines and suspensions, criminal charges, and civil penalties. In a lesson plan that follows, students are assigned the roles of either referees, league administrators, or criminal prosecutors and asked to propose solutions to several hypothetical violent episodes. In the coach's column, a regular feature, Andy Schwich describes the charitable activities of Dodger's pitcher Orel Hershiser and his nomination for the Roberto Clemente Award for outstanding achievement on and off the field. An article on the outreach activities of Los Angeles sports teams describes a midnight basketball league, educational support programs, and community youth support programs. In an interview, retired Los Angeles Raider's safety, Mike Davis, describes his activities as executive director of the NFL Youth Education Town, which encourages inner-city athletes to focus on their education. (JD)

ED379560

English, Jill, and Beth Munger.

LAWS ABOUT TOBACCO, ALCOHOL, AND OTHER DRUGS: A GUIDEBOOK FOR CALIFORNIA'S PARENTS AND EDUCATORS. REVISED.

Palos Verdes, CA: Palos Verdes Peninsula Unified School District; Southwest Regional Lab., Los Alamitos, CA.; Western Regional Center for Drug-Free Schools and Communities, Portland, OR, 1994, 33p.

Sponsoring Agency: Department of Education, Washington, DC.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: GUIDES - NON-CLASSROOM (055)

Geographic Source: U.S.; California

Target Audience: Parents; Practitioners

Descriptors: Criminal-Law; Drinking-; Drug-Use; Legal-Responsibility; Narcotics-; Public-Health-Legislation; Young-Adults; *Adolescents-; *Drug-Legislation; *Illegal-Drug-Use; *Laws-; *Legislation

Identifiers: *California

With the increasing concern over alcohol and other drug use among young people, adults must educate themselves about legal issues. This booklet is a resource for parents and educators to help them learn tobacco, alcohol, and other drug laws in California. The material is organized by type of drug with the legal codes as they apply to that drug appearing below. The drugs covered include tobacco, alcohol, marijuana, peyote, inhalants (such as nitrous oxide), anabolic steroids, and narcotics and dangerous drugs. The legal codes address issues of sale and purchase, possession, false identification, liability, driving, provision, and minors. Also covered are laws on drug paraphernalia, parental responsibilities, school expulsion, confidentiality, counseling, medical care, presence where drugs are being used, disorderly conduct, and possession of drugs without a prescription. A glossary defines some technical terms. Knowledge of the serious consequences of drug use will enable adults to communicate these consequences to their children and students. (RJM)

ED373017

Fauver, Bill, and Jim Ruderman.

STRIDE TOWARD FREEDOM: THE AFTERMATH OF BROWN V. BOARD OF EDUCATION OF TOPEKA. A UNIT OF STUDY FOR GRADES 9-12.

Los Angeles, CA: National Center for History in the Schools, 1991, 45p.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, DC.

Available From: National Center for History in the Schools, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108.

EDRS Price - MF01/PC02 Plus Postage.

Document Type: Guides - Classroom - Teacher (052)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

Descriptors: Blacks-; Constitutional-History; Grade-9; Grade-10; Grade-11; Grade-12; High-Schools; History-Instruction; Law-Related-Education; Primary-Sources; Racial-Attitudes; Social-Studies; *Black-Education; *Desegregation-Litigation; *Racial-Integration; *School-Desegregation; *United-States-History

Identifiers: *Brown-v-Board-of-Education

This unit focuses on the school integration case of Brown v. Board of Education of Topeka (Kansas), and its immediate aftermath. The Supreme Court's 1954 decision was a catalyst for civil rights activism along a broad front over the ensuing decades. The decision and its implementation have stood as a model for similar social and political action among white middle class women, Latinos, and Native Americans. The unit presents the desegregation case as a dramatic moment in history from which to explore the deeper meanings of a selected landmark event and its wider context in the historical narrative. By studying a crucial turning point in history, the student becomes aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The unit contains teacher background materials and lesson plans with student resources. The teacher background section provides an overview of the entire unit and historical information and context necessary to link the Brown case to the larger historical narrative of school desegregation, racial relationships, and civil rights. The unit consists of two lessons: (1) the case of Linda Brown; and (2) the Brown case and its impact on the civil rights movement. Primary and secondary documents for lesson 1 include the case facts for Brown v. Board, Chief Justice Earl Warren's delivery of the opinion of the Court, the reaction of the North Carolina legislature to the U.S. Supreme Court ruling, and 2 private letters. The second lesson discusses the Brown case as a challenge to federalism. (DK)

ED375043

Forner, Michelle L., and Theresa M. Richard, eds.

FOUNDATIONS OF DEMOCRACY: AUTHORITY, PRIVACY, RESPONSIBILITY, AND JUSTICE. LAW IN A FREE SOCIETY SERIES. LEVEL V MIDDLE SCHOOL AND ABOVE, TEACHER'S GUIDE. REVISED EDITION.

Calabasas, CA: Center for Civic Education, 1994, 171p.; For a related "Student Text," see SO 024 341.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; National Endowment for the Humanities (NFAH), Washington, DC.

ISBN-0-89818-151-8

Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302 ($12).

EDRS Price - MF01/PC07 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

Descriptors: Citizenship-Education; Constitutional-Law; Instructional-Materials; Intermediate-Grades; Middle-Schools; Secondary-Education; Social-Studies; United-States-History; *Constitutional-History; *Democracy-; *Justice-; *Law-Related-Education; *Privacy-; *Responsibility

Identifier: Authority

This teacher's guide presents effective strategies to implement the "Foundations of Democracy" textbook, which introduces four concepts basic to the United States Constitution: authority, privacy, responsibility, and justice. The guide explains that the success of citizenship education programs depends on extensive interaction among students, realistic content that includes balanced treatment of issues, use of community resource persons, and the support of principals and other school administrators. The guide identifies effective questioning strategies, techniques for small group learning, and interactive teaching methods. To promote student interaction, teachers are instructed to stimulate legislative hearings, moot courts, mediation sessions and town meetings. Because of the interactive and conceptual nature of the curriculum, the volume suggests performance-based assessments, in which students demonstrate their knowledge and skills by addressing complex questions within a meaningful context for which there is usually not just one correct answer. For each chapter, the guide provides suggestions for introducing the topic and for supplemental classroom activities. (JD)

ED378130

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1994 CITY-WIDE MOCK TRIAL COMPETITIONS. SCOTT WALKER V. TANYA BREWSTER.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1994, 46p.; For related items, see SO 024 656-673. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 23rd annual city-wide mock trial competition, this instructional handout provides the material for a mock civil trial over an accidental shooting. Thirteen-year-old T. J. Walker, Scott Walker's son from a previous marriage, visited the home of 5-year-old Jesse Walker with a pistol owned by Carl Newhouse, the man living with T.J.'s mother, Tanya Brewster. During a scuffle over the pistol between Jesse and T.J., the gun fired, severely injuring Jesse. For the cost of Jesse's medical expenses, Jesse's father, Scott Walker, brings suit against Tanya Brewster, charging her with negligent storage of a firearm and negligent supervision of a minor child. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides the medical bill for Jesse's injury; the official transcript of the emergency call; the Department of Public Safety's instructions for the safe storage of handguns; and witness statements from Scott Walker, T.J. Walker, medical professor Dr. Sandy Turner, Tanya Brewster, Carl Newhouse, and Terry Bottner, a juvenile diversion counselor. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378129

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1993 CITY-WIDE MOCK TRIAL COMPETITIONS. SANDRA W. V. GREGG M.

Washington, DC: Georgetown Univ., Washington, DC. Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1993, 39p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 22nd annual city-wide mock trial competition, this instructional handout provides the material for a mock civil trial in which Sandra Williams sues Gregg Mason for negligent transmission of the Human Immuno-Deficient Virus (HIV). On the night of May 15, 1990, Sandra and Gregg engaged in unprotected sexual intercourse. Earlier that day, Gregg had taken an HIV blood test that was later to reveal that he was HIV-positive. After Gregg informed Sandra of the results, she was herself tested and diagnosed as HIV-positive. Sandra claims that Gregg negligently transmitted the disease and sues him for medical costs, loss wages, and emotional suffering. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides a summary of estimated medical costs for individuals infected with HIV; the questionnaire Gregg completed in the health clinic on May 15; and witness statements from Sandra, Sandra's college roommate, her personal physician, Gregg, the bartender from the bar where Sandra and Gregg met, and an Acquired Immune Deficiency Syndrome (AIDS) specialist. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378128

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1992 CITY-WIDE MOCK TRIAL COMPETITIONS. UNITED STATES V. DAVID JONES. MT-92.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1992, 39p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Instructional-Materials; Rape-; Secondary-Education; Social-Studies; *Citizenship-Education; *Criminal-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 21 annual city-wide mock trial competition, this instructional handout provides material for a mock rape trial. David Jones and Susan Williams, both students at Capital University, had dated on and off during the previous years and on the night of the incident had attended a party together. Susan returned with David to his apartment, and they engaged in sexual intercourse. Susan claims that David raped her; David claims that Susan had consented. The handout explains the relevant laws and includes excerpts from precedents that clarify the law. As evidence, the handout provides the police incident report and witness statements from Susan, a rape counselor, a detective, David, a friend of David's, and David's psychologist. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378127

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1991 CITY-WIDE MOCK TRIAL COMPETITIONS. CHRIS M. V. DR. TERRY PREECE AND METRO CITY UNIFIED SCHOOL DISTRICT.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1991, 31p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Civil-Law; *Educational-Malpractice; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 20th annual city-wide mock trial competition, this instructional handout provides the material for a mock civil trial over educational malpractice. Chris Moss, a senior at Metro City Senior High School, has been enrolled in Metro City's schools since entering kindergarten and has progressed from grade to grade at least minimally passing all classes. Because of extremely weak basic skills in reading, writing and arithmetic, Chris has faced difficulties in finding and holding jobs. Chris charges the school district with educational malpractice for failing to provide him with basic skills. The school district claims that it has met its duty to provide educational opportunities for students. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides job applications and skill evaluation forms filed by Chris; records of his grades; and witness statements from Chris, an educational specialist, an office manager of a firm that fired Chris, the district superintendent, a teacher, and a student from Metro City Senior High School. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378126

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1990 CITY-WIDE MOCK TRIAL COMPETITIONS. NEIGHBORS AGAINST AIDS HOMES (NAAH), MARSHA(11) GASKINS, ET AL., AND THOSE SIMILARLY SITUATED V. VIC(KIE) G. KNIGHT, AS TRUSTEE OF THE JOHN KING TRUST AND ADMINISTRATOR OF "OUR HOUSE."

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1990, 35p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Acquired-Immune-Deficiency-Syndrome; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 19th annual city-wide mock trial competition, this instructional handout provides the material for a mock civil trial over the establishment of a home for people with Acquired Immune Deficiency Syndrome (AIDS) in a residential district. The will of John King established that upon his death his house be used as a group home for persons with AIDS and that a trust fund be created for the administration of the house. Vickie G. Knight, the trustee, lives in the home with five individuals infected with AIDS. Local neighbors formed a coalition, "Neighbors Against AIDS Homes (NAAH)," to oppose the location of "Our House" in their neighborhood, arguing that zoning regulations exclude health care facilities and community-based residential facilities. The defendants claim that they are in compliance with the single-family residence requirement. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides an architect's sketch of the house; the Infection Control Guidelines for Home Care; the chart of activity at "Our House"; and witness statements from a representative of NAAH, a medical expert for NAAH, a former cleaner at "Our House," Vickie Knight, a medical expert for "Our House," and a resident of "Our House." Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378125

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1989 CITY-WIDE MOCK TRIAL COMPETITIONS. ELYSE ROBERTS V. THE DISTRICT OF COLUMBIA. MT-89.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1989, 40p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Instructional-Materials; Secondary-Education; Sexual-Harassment; Social-Studies; *Citizenship-Education; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 18th annual city-wide mock trial competition, this instructional handout provides the material for a mock sexual harassment trial. Elyse Roberts, an assistant district attorney with the Office for the District Attorney of the District of Columbia, claims that Kevin Murphy, with whom she shared an office, frequently made obnoxious comments to her, some with sexual overtones, and that her supervisor ignored her complaints and demoted her for the poor work performance that resulted from the harassment. The District of Columbia defends on the grounds that no sexual harassment took place, that Roberts was overly sensitive to innocent comments and joking, and that her transfer was due to her performance as a lawyer. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides Roberts' attendance record; her evaluation ratings; and witness statements from Roberts, a detective who witnessed Murphy's behavior, a psychologist specializing in sexual harassment, Murphy, the supervisor, and the personnel director. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378124

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1988 CITY-WIDE MOCK TRIAL COMPETITIONS. UNITED STATES V. MARTHA MONROE. MT-88.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1988, 22p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Battered-Women; Court-Litigation; Homicide-; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Criminal-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 17th annual city-wide mock trial competition, this instructional handout provides the material for a mock criminal trial. The federal government charges Martha Monroe with first degree murder for shooting her husband, George Monroe, while he slept. Martha Monroe asserts that she acted in self-defense because her husband had subjected her to severe and continual physical abuse that she feared would lead to her death. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides a police report; the defendant's medical report; and witness statements from the defendant, a detective, the former director of a woman's shelter, the defendant's brother, the director of the Emergency Medical Services at Washington Hospital Center, and an expert on the battered woman syndrome. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

BEST COPY AVAILABLE

ED378123

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1987 CITY-WIDE MOCK TRIAL COMPETITIONS. DANA BARR, PLAINTIFF V. KIT ZUFF, AS ADMINISTRATOR OF THE LORTON MEDIUM SECURITY FACILITY, DEFENDANT. MT-87.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1987, 45p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Acquired-Immune-Deficiency-Syndrome; Court-Litigation; Criminal-Law; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education

Idnetifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 16th annual city-wide mock trial competition, this instructional handout provides the material for a mock civil trial in which Dana Barr, a former corrections officer, brings suit against the Lorton Medium Security Facility for firing him on the basis of his status as Human Immuno-Deficiency Virus (HIV) positive. The District of Columbia Department of Corrections contends that the inmates' fear of contracting Acquired Immune Deficiency Syndrome (AIDS) from Barr made it impossible for him to carry out his duties as a prison guard. Barr claims that he was fired because of a personal conflict with a supervisor and that the prison could have made reasonable accommodation to allow him to continue at his position. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides a statistical report from the National Centers for Disease Control; an AIDS fact sheet; other documents on the AIDS virus; and witness statements from the plaintiff, Barr's former supervisor, the director of the AIDS Education Project, the administrator who fired Barr, the head of the inmate council, and a corrections management consultant. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378122

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1986 CITY-WIDE MOCK TRIAL COMPETITIONS. UNITED STATES DEPARTMENT OF JUSTICE EXECUTIVE OFFICE FOR IMMIGRATION REVIEW IN THE MATTER OF TONI RADCLIFFE. NO. MT-86.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1986, 32p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education; Asylum-; Immigration-and-Naturalization-Service

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 15th annual city-wide mock trial competition, this instructional handout provides the material for a deportation hearing. The Immigration and Naturalization Service denied political asylum to Toni Radcliffe and seeks authority to deport him. Radcliffe claims that the articles that he wrote criticizing his government's policies would result in persecution if he were forced to return. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides Radcliffe's petition for asylum; the opinion against asylum by the U.S. Department of State; a press statement from Radcliffe's home government; and witness statements from Toni Radcliffe, his uncle and father, the director of Global Human Rights Organization, the Under Secretary at the State Department's Bureau of Human Rights and Humanitarian Affairs, and a psychologist. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378121

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1985 CITY-WIDE MOCK TRIAL COMPETITIONS. GALE KAUFMAN, PLAINTIFF V. ROLLING HILLS HOMEMAKERS ASSOCIATION, DEFENDANT. NO. MT-85.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1985, 37p.; For related items, see SO 024 656-674.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Discrimination; Social-Studies; *Civil-Law; *Housing-; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 14th annual city-wide mock trial competition, this instructional handout provides the material for a civil case over discrimination in housing. After the death of her husband, Cindi Kaufman, along with her infant son, moved in with her mother, Gale Kaufman, who owned a condominium at a complex regulated by the Rolling Hills Homeowners Association. Because of its "adults only" policy, the Association instructed Gale Kaufman to either remedy the situation or move out. Gale Kaufman claims that the rule is arbitrary discrimination. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides charts of Rolling Hills operating expenses; a crime report for the complex; and witness statements from Gale Kaufman, Cindi Kaufman, an expert on the housing market, residents at Rolling Hills, and a real estate agent. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378120

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1984 CITY-WIDE MOCK TRIAL COMPETITIONS. WILLA RAY, PLAINTIFF V. HAROLD RAY, DEFENDANT. NO. MT-84.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1984, 30p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Civil-Law; *Divorce-; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 13th annual city-wide mock trial competition, this instructional handout provides the material for a divorce case. Willa Ray sues Harold Ray for divorce and asks the court for a lump sum of $12,500 and a monthly alimony of $300. During their marriage, Harold earned a law degree while Willa worked and contributed a larger share to their common expenses. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides the projected salaries and expenses of Willa and Harold as well as witness statements from Willa, Harry, two of their acquaintances, and employment consultants. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378119

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1983 CITY-WIDE MOCK TRIAL COMPETITIONS. THE CASE OF VICKERS V. HEARST. NO. MT-84.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1983, 16p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Court-Litigation; Driving-While-Intoxicated; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its annual city-wide mock trial competition, this instructional handout provides material for a civil case over an automobile accident. After drinking heavily at a party hosted by Sandy Hearst, Dana Ivy ran a stop sign and struck the car of Terry Vickers, causing him to sustain a broken leg; bruised ribs; and lacerations to the upper torso, neck and face. Through an out-of-court settlement, Ivy agreed to pay for the repair of Vickers' automobile and for less than half of her medical bills. For the remainder of the medical bills, for suffering, and for loss of potential earnings, Vickers is suing Hearst, whom she charges with negligence for serving alcoholic beverages. The handout clarifies the law and explains the legal precedents. As evidence, the handout provides the police report; Ivy's refusal to submit to a chemical test for alcohol; a table describing the effects of alcohol upon driving ability; and witness statements from the friend who accompanied Ivy to the party, the police officer at the scene, Hearst, Ivy, and another participant at the party. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378118

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1982 CITY-WIDE MOCK TRIAL COMPETITIONS. VINCENT TAYLOR, PLAINTIFF V. LANCE MEMORIAL HOSPITAL FOR WOMEN, RAYMOND MILLER, M.D., AND DOROTHY DILLON, R.N., DEFENDANTS. NO. MT-82.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1982, 35p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Court-Litigation; Equal-Opportunities-Jobs; Instructional-Materials; Secondary-Education; Social-Studies; *Civil-Law; *Law-Related-Education; *Sex-Bias

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its 11th annual city-wide mock trial competition, this instructional handout provides material for a civil trial over a disputed discriminatory termination of employment. Vincent Taylor claims that the Lance Memorial Hospital for Women fired him on the basis of his sex. The hospital claims that Taylor was discharged for negligence, lack of cooperation, and inadequate patient care. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides a policy statement of the hospital about male nurses; the refusal to transfer Taylor to the cardiac care unit; Taylor's performance record; the letter that terminated his employment; and witness statements from Taylor, a co-worker at the hospital, the former nursing director who hired Taylor, the present director who fired him, the chief administrator of the hospital, and a patient who was dissatisfied with Taylor. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378117

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1980 CITY-WIDE MOCK TRIAL COMPETITIONS. ALBERT BANKS AND VIRGINIA SMALLWOOD, FOR HERSELF AND ON BEHALF OF HER MINOR SON, DWAYNE JONES, PLAINTIFFS V. POTOMAC PROPERTIES, INC., THOMAS R. BALDWIN, AND VICTORIA REESE, DEFENDANTS. NO. MT-80.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1980, 36p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Court-Litigation; Disabilities-; Housing-; Instructional-Materials; Secondary-Education; Social-Discrimination; Social-Studies; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its ninth annual city-wide mock trial competition, this instructional handout provides the material for a civil trial over housing discrimination. The plaintiffs are an unmarried couple with a disabled child whose application to live at Waterfront Gardens, a property owned by Potomac Properties, has been denied because their individual salaries are below $350 a week. Because Potomac Properties has a policy of evaluating the salaries of unmarried couples separately and of married couples jointly, Banks and Smallwood claim discrimination and are suing. Potomac Properties claims that the rejection was made on the basis of income requirements and bad character references. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides an advertisement for Waterfront Gardens; the defendants' applications; and witness statements from Banks, Smallwood, a law student who posed as an applicant at Waterfront Gardens, the resident manager, the president of Potomac Properties, and a landlord who had given Banks a bad referral. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378116

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1979 CITY-WIDE MOCK TRIAL COMPETITIONS. EX PARTE IN THE MATTER OF THE PETITION OF DARRYL BRYANT FOR ADOPTION. NO. MT-79.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1979, 31p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Adoption-; Citizenship-Education; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its eighth annual city-wide mock trial competition, this instructional handout provides material for the hearing of an adoption petition. Darryl Bryant, the husband of Angela Burns Bryant, Eric's natural mother, petitions the court to adopt Eric. George Hayes, Eric's natural father, opposes the adoption. Both claim to act in the best interests of the child. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides witness statements from Darryl and Angela Bryant, a social worker, Hayes, his mother, and Hayes' probation officer. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

BEST COPY AVAILABLE

ED378115

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1978 CITY-WIDE MOCK TRIAL COMPETITIONS. MARTHA WINSTEAD V. CHURCH OF THE NEW FAMILY AND ALBERT SMITH.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1978, 30p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Child-Custody; Citizenship-Education; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Civil-Law; *Law-Related-Education

Identifiers: Religious-Cults; *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its annual city-wide mock trial competition, this instructional handout provides material for the hearing of a custody dispute. Martha Winstead petitions the court to order the Church of the New Family to turn over her 18-year-old son, Jeremiah, to her and to allow her custody. Jeremiah dropped out of college to move into the Church headquarters and to collect money for the Church at subway stations. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides Jeremiah's affidavit asserting that the Church had brainwashed him; a letter he sent to his mother requesting money; a synopsis of key principles of the Church; and witness statements from an expert in exploitative cults, a follower who left the Church, Martha Winstead, the Church leader, and Jeremiah. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378114

Georgetown University Law Center.

STATEMENT OF FACTS FOR 1977 CITY-WIDE MOCK TRIAL COMPETITIONS. WALKER THOMAS V. SAM NOMAD.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1977, 14p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its annual city-wide mock trial competition, this instructional handout provides material for a civil case over an automobile accident. Walker Thomas is suing Sam Nomad for damages that resulted from a collision, for which both parties blame the other. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides the estimated costs for the repair of the vehicles; a map of the intersection where they collided; and witness statements from the plaintiff, the police officer who first arrived at the scene, the plaintiff's wife (who was in the car), the defendant, and two witnesses. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378113
Georgetown University Law Center.

STATEMENT OF FACTS FOR 1976 CITY-WIDE MOCK TRIAL COMPETITIONS. UNITED STATES V. PERCY W. SNODGRASS.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC. 1976, 17p.; For related items, see SO 024 656-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Homicide-; Instructional-Materials; Secondary-Education; Social-Studies; *Court-Litigation; *Criminal-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its annual city-wide mock trial competition, this instructional handout provides material for a murder trial. The defendant shot the victim in the course of a violent dispute. The prosecution charges murder while the defendant claims to have acted in self-defense. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides witness statements from a bartender and waiter who witnessed the beginning of the dispute, the arresting officer, neighbors who heard the dispute, and the defendant. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED378112
Georgetown University Law Center.

STATEMENT OF FACTS FOR 1975 CITY-WIDE MOCK TRIAL COMPETITIONS. GEORGIA FLOYD, INDIVIDUALLY AND AS PARENT AND NEXT FRIEND OF MINOR, NELSON FLOYD V. FIX-IT HOME REMODELING, INC. AND SAM BALDWIN.

Washington, DC: Georgetown Univ., Law Center.; National Inst. for Citizen Education in the Law, Washington, DC, 1975, 36p.; For related items, see SO 024 657-674. Some pages may not reproduce clearly.

Available From: Social Studies School Service, Dept. A3, P.O. Box 802, Culver City, CA 90232-0802.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Court-Litigation; Instructional-Materials; Secondary-Education; Social-Studies; *Civil-Law; *Law-Related-Education

Identifiers: *Mock-Trials; *Street-Law

Prepared by the District of Columbia Street Law Project for its annual city-wide mock trial competition, this instructional handout provides material for a civil trial over a claim for damages. During an argument, a friend pushed Nelson Floyd against the railing of a porch. Falling onto the concrete below, Nelson was injured with a broken shin bone, broken ribs, a concussion, cuts, bruises, and a black eye. Georgia Floyd, Nelson's grandmother, blames Fix-It Home Remodeling, the company that built the porch, and is suing them for the medical expenses, the cost of the porch, and punitive damages. Georgia Floyd claims the company employed poorly skilled carpenters and used poor quality materials. Fix-It Home Remodeling claims that it fulfilled the terms of the contract and that the accident was her grandson's fault. The handout clarifies the laws and explains the legal precedents. As evidence, the handout provides the contract; the bill; lists of the medical expenses; an advertisement from the company; and witness statements from the plaintiff, her grandson, the carpenters, a neighbor, and the company president. Through participation in mock trials and analysis of the activity, students gain an insider's perspective on courtroom procedure and a basic understanding of the legal mechanism through which society resolves its disputes. Mock trials develop critical analysis, questioning and listening skills, and skills in preparing and organizing materials. (JD)

ED377124

Hale, Claudia L., and Leda M. Cooks.

[DISPUTE RESOLUTIONS].

Chicago, IL: American Bar Association. Commission on College and University Legal Studies, 1994, 14p.

Focus on Law Studies 9 (Spring 1994).

Sponsoring Agency: American Bar Association, Commission on College and University Legal Studies, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: College-Curriculum; College-Instruction; Higher-Education; Social-Studies; Sociology-; Teaching-Methods; *Citizenship-Education; *Conflict-Resolution; *Law-Related-Education

Identifiers: *Mediation

Focusing on the teaching of alternative dispute resolutions at universities, Claudia L. Hale and Leda M. Cooks argue that mediation should be taught primarily as a communication process that involves the joint efforts of mediator and disputants. Teachers of mediation should begin by distinguishing mediation from other forms of dispute resolution, explain the steps of the mediation process, and the need for an impartial mediator. In an article describing the creation of a master's degree program in dispute resolution at Wayne State University, Marvin Zalman explains the difficulties of identifying interested faculty across the disciplines and establishing new courses with limited resources. The curriculum established at Wayne State included eight core courses—Democratic Theory and Conflict Resolution; Roots of Social Conflict; Negotiating Theory and Practice; Neutral Intervention Theory and Practice; Communications, Culture and Conflict; Human Diversity and Human Conflict; Practicum in Dispute Resolution; Seminar in Dispute Resolution. Arguing that teachers in business schools should introduce students to mediation as a way of avoiding legal costs and negative publicity, Elizabeth V. Swenson offers role-playing strategies that illustrate the advantages of mediation to business. Other articles present ideas for teaching law and society courses from a design perspective and for applying the law as a teaching tool in non-law sociology courses. (JD)

ED372025

Hall, Kermit L., ed.

BY AND FOR THE PEOPLE: CONSTITUTIONAL RIGHTS IN AMERICAN HISTORY, 1991, 190p.

ISBN-0-88295-878-X

Available From: Harlan Davidson, Inc., 3110 North Arlington Heights Road, Arlington Heights, IL 60004-1592.

Document Not Available from EDRS.

Document Type: BOOKS (010)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Practitioners

Descriptors: Civics-; Constitutional-History; Higher-Education; Secondary-Education; Social-Studies; *Citizenship-Education; *Constitutional-Law; *Law-Related-Education; *United-States-History

Identifiers: United-States-Constitution; *Bill-of-Rights

This book of essays connects controversies over rights and liberties today to their historical antecedents while explaining how social, political, and cultural changes have influenced understandings of specific provisions of the Bill of Rights. Written for teachers using a collaborative effort, each essay is accompanied by bibliographic information about readily accessible scholarship and a descriptive summary of leading court cases relevant to the subject. Topics covered include religion, speech, press, right to bear arms, due process, property rights, privacy rights, women and the Bill of Rights and the Constitution. The appendix includes the Constitution, a glossary, and a list of relevant court cases. (RJC)

ED372024

Hanna, Jack C., and Gracemarie Maddalena.

ANTIDOTE: CIVIC RESPONSIBILITY. DRUG AVOIDANCE LESSONS FOR MIDDLE & HIGH SCHOOL STUDENTS.

Washington, DC: Phi Alpha Delta Law Fraternity International, 1993, 82p.; For related items, see SO 024 156-96.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Available From: Phi Alpha Delta Public Service Center Publications, 1511 K Street, NW, Suite 611, Washington, DC 20005.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Students; Counselors; Community; Practitioners

Descriptors: Drug-Education; Higher-Education; High-Schools; Illegal-Drug-Use; Junior-High-Schools; Middle-Schools; Resource-Materials; Secondary-Education; *Citizenship-Education; *Constitutional-Law; *Criminal-Law; *Drug-Legislation; *Law-Related-Education

Identifiers: Phi-Alpha-Delta-Law-Fraternity

This book contains nine lessons focusing on legal issues raised by the illegal use and abuse of alcohol and other drugs and efforts by the criminal justice system to curb that use and abuse. The lessons are interactive and sequential, although individual lessons can stand alone. The lessons are designed to be presented to middle and high school students by educators, law students, and attorneys. Individual supplements are available for many states that detail relevant state law for use with the lessons. The supplements focus on legal information on driving while intoxicated laws, drug offenses, sentencing, and drug and alcohol statutes written specifically to combat the use of alcohol and drugs by juveniles in that state. (RJC)

ED375049

Hanna, Jack C., and Gracemarie Maddalena.

RESPECT, REFLECT, RESOLVE. TEN ANTI-VIOLENCE LESSONS FOR USE IN MIDDLE AND HIGH SCHOOL. FIRST EDITION.

Washington, DC: Phi Alpha Delta Law Fraternity International, 1994, 126p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Available From: Phi Alpha Delta Public Service Center, 1511 K Street, N.W., Suite 611, Washington, DC 20005.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Practitioners

Descriptors: Discipline-; Family-Violence; Foreign-Policy; High-Schools; Instructional-Materials; Intermediate-Grades; Junior-High-Schools; Middle-Schools; Peace-; Politics-; Sexual-Harassment; Social-Studies; Teaching-Guides; Teaching-Methods; *Citizenship-Education; *Conflict-Resolution; *Law-Related-Education; *Violence-

Identifiers: *Mediation

This teacher's guide provides 10 interactive lesson plans to educate youth about the consequences of violence. The lessons explore the different kinds of violence in society, conflict resolution through mediation, the behaviors that constitute sexual harassment, statistics on violence, ways to avoid domestic violence and the use of deadly force, the impact of television violence, sentencing enhancement statutes for gang activity, nonviolent theories of social change, the problems facing minorities in Germany, and foreign policy alternatives to ethnic violence, civil wars, and genocide. The teaching strategies challenge students to solve problems peaceably through mediation and creative thinking. Beginning with the premises that respect is an unalienable right and that disrespect has no place in a democracy, the first priority of this curriculum is to foster respect for the inherent worth of all human beings. Once respect is established, the second step to avoiding violence is to reflect, to have the courage to think and to act clearly. Resolution, the third step, implies choosing an alternative that will allow everyone to walk away from a conflict with their worth as an individual intact. The book provides handouts to supplement mediation exercises, suggestions for resource persons, and guidelines for implementing a mediation program. (JD)

ED371967

Hardin, Julia P., and Grant Johnson, eds.

TEACHERS SPEAK OUT ON LAW-RELATED EDUCATION. SUMMARY REPORT ON THE SPICE IV NATIONAL TEACHERS' SURVEY.

Winston-Salem, NC: Center for Research and Development in Law-Related Education (CRADLE), 1991, 65p.

Sponsoring Agency: Department of Education, Washington, DC.

ISBN-1-879953-06-04

Available From: Center for Research and Development in Law-Related Education (CRADLE), Wake Forest University School of Law, P.O. Box 7206 Reynolda Station, Winston-Salem, NC 27109.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: REPORTS - RESEARCH (143)

Geographic Source: U.S.; North-Carolina

Target Audience: Teachers; Administrators; Practitioners

Descriptors: Administrator-Attitudes; Citizenship-Education; Educational-Research; Elementary-Secondary-Education; Instructional-Materials; Surveys-; Teacher-Education; *Law-Related-Education; *Teacher-Attitudes

This document reports the results of a survey of 1,284 K-12 teachers who were asked what kinds of support they needed for teaching law related and citizenship education. The survey results illustrate that the need to devise a clear definition of law related education has never been more critical. Other needs identified by the teachers included specialized training and better access to materials and resources. The needs, and some suggested strategies to help meet these needs, are summarized in this report. Law related and citizenship education varies widely from school to school, district to district, and state to state. Some programs are just starting up. Others that have been operating for years recently have been scaled back. Despite the various degrees of institutionalization, the impact of this type of education on students is remarkably consistent and positive: students became more interested in their studies, cared more about important legal and ethical issues, and learned to think for themselves. This document includes 6 sections and a summary. The sections include: (1) methodology; (2) summary of survey responses; (3) basis for determining impact on students; (4) basis for administrative support; (5) needs; and (6) implications for institutionalization. Five appendices contain: (1) survey form for teachers; (2) summary of responses to national teachers' survey; (3) survey form for administrators; (4) summary of administrators' responses; and (5) state contact list. (DK)

ED380665

Howard, Elizabeth, and others.

JPA CLASSROOM.

Austin, TX: National Association of Veteran Police Officers, 1994, 10p.

Available From: National Association of Veteran Police Officers, 2520 Longview Street, Suite 405, Austin, TX 78705 (guide and videotape: ($10).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; Texas

Target Audience: Teachers; Practitioners

Descriptors: Behavioral-Objectives; Conflict-Resolution; Crime-; Crime-Prevention; Criminal-Law; Intermediate-Grades; Junior-High-Schools; Learning-Activities; Lesson-Plans; Middle-Schools; Parole-Officers; Police-Action; Police-Community-Relationship; Teaching-Methods; Units-of-Study; *Law-Enforcement; *Law-Related-Education; *Police-; *Police-School-Relationship

Identifiers: *Junior-Police-Academy

This instructional guide offers classroom lesson plans that can be used by teachers or police officers with a videotape to present a "Junior Police Academy" (JPA) program for middle school students. The guide also contains lesson plans and student activities to be used independently of the videotape. Following a description of the goals of the program, the guide contains six units that cover the following topics: (1) an introduction to the Junior Police Academy; (2) job descriptions and police technology; (3) high speed chases; (4) conflict resolution; (5) parole officers; and (6) police handling of mentally ill persons. An optional lesson plan presents a scenario of a car theft. Each lesson plan includes an instructor's summary of the lesson, a step-by-step sequence for conducting the lesson, and learning activities. The instructional guide also contains ideas for using the program with examples from other schools, a sample press release, and further information about the JPA program. (KC)

ED380397

Indiana Civil Liberties Union.

LESS HEAT, MORE LIGHT: RESOLVING OUR DIFFERENCES IN THE COMMUNITY. HANDBOOK ON RELIGION IN THE PUBLIC SCHOOLS.

Indianapolis, IN: Indiana Civil Liberties Union, Inc., 1994, 35p.

Available From: Indiana Civil Liberties Union, E. Washington Street, Indianapolis, IN 46202 ($5.95, including postage and handling; 10 or more $3.95 each).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: GUIDES - NON-CLASSROOM (055)

Geographic Source: U.S.; Indiana

Target Audience: Teachers; Practitioners; Administrators

Descriptors: Citizenship-Education; Elementary-Secondary-Education; Religion-Studies; Religious-Holidays; Social-Studies; Student-Rights; *Law-Related-Education; *Public-Schools; *Religion

Identifiers: United-States-Constitution; *Religious-Freedom

This handbook assists teachers, administrators, and other members of the educational community in avoiding inappropriate religious activities in the public schools as well as unnecessary interference with legitimate private religious expression by clarifying existing law. Participants in the Task Force on Religion and the Constitution represented a number of different religions and perspectives on the First Amendment's Establishment Clause, which prohibits government endorsement of religion, and the Free Exercise Clause, which requires government to make reasonable accommodation for individual religious expression. The handbook explains the basic principles of the First Amendment and clarifies their relevance to the issues of school prayer, religion in the curriculum, equal access to school facilities, holiday celebrations, the distribution of materials to students by outside organizations, and the religious freedom of teachers. For each issue, the handbook provides a list of questions and answers related to concrete situations such as whether a kindergarten student may show a videotape of herself singing a religious song during show-and-tell. The appendix presents a bibliography on religious freedom, a list of organizations concerned with religious freedoms in the schools, the membership list of the Task Force on Religion and the Constitution, and the National Council for the Social Studies Position Statement "Study about Religions in the Social Studies Curriculum." (JD)

ED377133

Johnson, Earl, Jr., ed.

EQUAL JUSTICE UNDER LAW.

Chicago, IL: American Bar Association, Special Committee on Youth Education for Citizenship, 1994, 77p.

Update on Law Related Education 18 Spec Iss Fall 1994.

ISSN-0147-8648

Available From: American Bar Association, Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($6).

EDRS Price - MF01/PC04 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; Illinois

Target Audience: Teachers; Students; Practitioners

Descriptors: Citizenship-Education; Civil-Law; Criminal-Law; Elementary-Secondary-Education; Instructional-Materials; Social-Studies; Teaching-Methods; *Law-Related-Education; *Legal-Aid

Identifiers: United-States-Constitution; *Bill-of-Rights

This special theme issue of "Update on Law-Related Education" "tells about the past, present, and future of equal legal representation for all in our society." It is dedicated to the history and heroes of legal aid for the poor and the need to further that cause if the United States hopes to achieve equal justice for all. In his foreword, Justice Earl Johnson, Jr. of the California Court of Appeal insists that poor and even middle-class citizens who cannot afford lawyers stand no chance of attaining justice in court and that justice for all must mean lawyers for all. R. James Steiner and Carol J. Holahan outline the history of legal aid for civil cases in the United States beginning with the foundation of the German Legal Aid Society in New York City in 1876 and tracing the spread of similar societies to other cities by the turn of the century. The article describes the creation of the American Bar Association's Standing Committee on Legal Aid in the 1920s and of the Legal Services Corporation in 1975. Judy Norris outlines the history of indigent defense in the United States, describing the 1963 Supreme Court decision in Gideon v. Wainwright which guarantees counsel to the poor. Other articles highlight the heroes of legal aid, interview leading figures in the movement today, and feature the history of the Legal Aid Society of New York. Lesson plans introduce the Bill of Rights, call on students to discuss plans for developing legal aid programs, and evoke discussion over the meaning of justice. Each of the lesson plans provide student handouts. (JD)

BEST COPY AVAILABLE

ED374074
Kaplan, Howard, ed.
THAT DELICATE BALANCE II: OUR BILL OF RIGHTS. INSTRUCTOR'S GUIDE.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 53p.

Sponsoring Agency: American Historical Association, Washington, DC; American Political Science Association, Washington, DC; Pew Charitable Trusts, Philadelphia, PA.
ISBN-1-57073-023-7
Available From: American Bar Association, Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($10). The five-part video tape series is available from the Public Broadcasting Service, 1320 Braddock Road, Alexandria, VA 22314 ($350).
EDRS Price - MF01/PC03 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Controversial-Issues-Course-Content; Critical-Thinking; Instructional-Materials; Secondary-Education; Social-Studies; Teaching-Guides; *Citizenship-Education; *Constitutional-Law; *Law-Related-Education
Identifiers: *Bill-of-Rights; *United-States-Constitution

This instructor's guide assists secondary social studies educators in making effective use of the five-part video series, "That Delicate Balance II: Our Bill of Rights." In the tradition of "The Constitution: That Delicate Balance," the series introduces students to the Bill of Rights and the controversies that have arisen over these rights. Led by moderators using the Socratic method of inquiry, the series features panels of experts engaging in lively debate about the constitutional, ethical, and social issues arising from a number of hypothetical scenarios. The programs enrich secondary civics, government, and history courses that examine the Constitution, Bill of Rights, civil liberties, or contemporary issues. The instructor's guide opens with a summary of the topics of the five units in the series. The unit topics are Roe v. Wade; the First Amendment and hate speech; a rape trial; equality and the individual; and criminal justice, from murder to execution. A section on each unit provides teachers with an overview of the issue presented, background materials that teachers may copy and distribute to their class, and discussion questions based on these materials that students can debate prior to viewing the video. Each section likewise presents discussion questions for the class to debate following the video as well as suggestions for further research, reports, and essays. At the back of the guide, teachers are provided with a convenient list of teaching resources related to the Bill of Rights. (JD)

ED380364
Kowalski, Jacek, and others.
CIVIS POLONUS. 1994 PROJECT EVALUATION.
Warsaw, Poland: National Inservice Teacher Training Centre, 1994, 40p.

EDRS Price - MF01/PC02 Plus Postage.
Document Type: REPORTS - DESCRIPTIVE (141)
Geographic Source: Poland
Descriptors: Citizenship-Education; Elementary-Secondary-Education; Foreign-Countries; Higher-Education; Program-Evaluation; Student-Participation; *Citizen-Participation; *Civics-; *Law-Related-Education; *Program-Effectiveness
Identifiers:*Civis-Polonus-Poland; *Poland

This document describes a Polish program that enables students and teachers to experience state government on a personal level. Fifty students and ten teachers were invited to Warsaw (Poland) for five days to participate in didactic games, simulations, and meetings with social activists, politicians, civil servants, and journalists. The project's evaluation examined these experiences closely, describing activities and reactions from participants along with shortcomings of the project. Chapters include: (1) "'Civis Polonus' Project Proposal"; (2) "Sources of Finance"; (3) "Participants Recruitment"; (4) "Detailed Project Timetable"; (5) "The Project As Seen By the Participants and the Organizers"; (6) "Evaluation of the Project's Organization"; (7) "Evaluation of the Substance of the Project"; (8) "Evaluations of the Participants' Behavior"; (9) "Plans for the Future"; and (10) "Recapitulation." An appendix includes the statute of the "Civis Polonus" Foundation and the program's evaluation. (EH)

ED375027
Kuehl, John W.
MISTER CHIEF JUSTICE. A STUDY GUIDE.
Richmond, VA: John Marshall Foundation, 1992, 33p.

Sponsoring Agency: Virginia Foundation for the Humanities and Public Policy, Charlottesville.
Available From: John Marshall Foundation, 701 East Franklin Street, Suite 1515, Richmond, VA 23219 (film and study guide).
EDRS Price - MF01/PC02 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Virginia
Target Audience: Teachers; Practitioners
Descriptors: Constitutional-History; Constitutional-Law; Instructional-Materials; Secondary-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education; *United-States-History
Identifiers: Justices; *Marshall-John; *Supreme-Court

Intended to accompany the film "Mister Chief Justice," this study guide introduces the life of John Marshall and early U.S. history through a fictional account of a dinner party at the home of the chief justice in March, 1801. The guide presents the historical characters who attended the dinner, including John Marshall, Mary Willis Marshall, Eliza Ambler Carrington, Edward Carrington, Robin Spurlock, George Hay, Daniel Trigg, and Aaron Burr, as well as the historical events that preceded the dinner, the Whiskey Rebellion and the XYZ Affair. This guide provides primary documents and discussion questions related to the themes discussed at the dinner party, which covered the national identity, popular participation in government, and the costs of public service. The documents consist of the correspondence of John Marshall to other political leaders. A list of 18 selected works offers suggestions for other primary documents on the life of John Marshall and the politics of his day. (JD)

ED374061
Leonard, Donald E., and John O. Mattson, eds.
"INTO YOUR HANDS HIS LIFE AND LIBERTY...." A COLLECTION OF SIGNIFICANT CASES FROM THE RHODE ISLAND COURTS. FIRST EDITION.
Providence, RI: Ocean State Center for Law & Citizen Education, 1994, 58p.; For related materials, see SO 024 492-493.

Sponsoring Agency: Rhode Island Bar Association, Providence.
Available From: Ocean State Center for Law and Citizen Education, 22 Hayes Street, Room B-15, Providence, RI 02908.
EDRS Price - MF01/PC03 Plus Postage.
Document Type: GUIDES - CLASSROOM - LEARNER (051)
Geographic Source: U.S.; Rhode-Island
Target Audience: Students; Community; Teachers; Practitioners
Descriptors: Citizenship-Education; Civics-; Civil-Liberties; Civil-Rights; Constitutional-Law; Criminal-Law; Due-Process; Higher-Education; Secondary-Education; Social-Studies; *Court-Litigation; *Law-Related-Education
Identifiers: *Rhode-Island

Six cases from Rhode Island court history are presented in this document. The cases, dating from the time of Roger Williams to the 1970s, examine religious freedom, personal freedom, treason, robbery, murder, and drug possession. Each case is summarized and questions are supplied to help students understand crime and punishment in Rhode Island. A glossary of words and phrases concludes the document. (RJC)

ED374062

Leonard, Donald E., and John O. Mattson, eds.

RESOURCE BOOK FOR TEACHERS FOR USE WITH, "...INTO YOUR HANDS HIS LIFE AND LIBERTY..." A COLLECTION OF SIGNIFICANT CASES FROM THE RHODE ISLAND COURTS.

Providence, RI: Ocean State Center for Law & Citizen Education, 1994, 42p.; For related materials, see SO 024 491-493.

Sponsoring Agency: Rhode Island Bar Association, Providence.
Available From: Ocean State Center for Law and Citizen Education, 22 Hayes Street, Room B-15, Providence, RI 02908.
EDRS Price - MF01/PC02 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Rhode-Island
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Civics-; Civil-Liberties; Civil-Rights; Constitutional-Law; Criminal-Law; Due-Process; Higher-Education; Instructional-Materials; Resource-Materials; Resource-Units; Secondary-Education; Social-Studies; *Court-Litigation; *Law-Related-Education
Identifiers: *Rhode-Island

Designed for use with the student text, "Into Your Hands His Life and Liberty. A Collection of Significant Cases from the Rhode Island Courts," this teachers' guide presents activities, lesson strategies, related activities, court decisions, and additional questions. The cases, dating from Roger Williams to the 1970s, examine religious freedom, personal freedom, treason, robbery, murder, and drug possession. A Rhode Island legal time line, a listing of further resources and places, and reminiscences from the Rhode Island Bar Association conclude the guide. (RJC)

ED374063

Leonard, Donald E.

YOUR COURT. HOW THE RHODE ISLAND JUDICIARY SYSTEM WORKS. FIRST EDITION AND TEACHER'S RESOURCE BOOK.

Providence, RI: Ocean State Center for Law & Citizen Education, 1992, 81p.; For related materials, see SO 024 491-492.

Sponsoring Agency: Department of Education, Washington, DC.; Rhode Island Bar Association, Providence.
Available From: Ocean State Center for Law and Citizen Education, 22 Hayes Street, Room B-15, Province, RI 02908.
EDRS Price - MF01/PC04 Plus Postage.
Document Type: GUIDES - CLASSROOM - LEARNER (051)
Geographic Source: U.S.; Rhode-Island
Target Audience: Teachers; Students; Practitioners
Descriptors: Citizenship-Education; Civics-; Civil-Liberties; Civil-Rights; Constitutional-Law; Court-Judges; Court-Role; Criminal-Law; Due-Process; Intermediate-Grades; Junior-High-Schools; Juries-; Middle-Schools; Sentencing-; Social-Studies; *Law-Related-Education; *State-Courts
Identifiers: *Rhode-Island

The first part of this document, designed for middle school students, describes the Rhode Island court system. A history of the court in Rhode Island, an explanation of courts and their jurisdictions, the jury, appointment and duties of judges, court personnel, and sentencing are explained. An appendix outlines the rights of crime victims, the accused and defendants, and those found guilty. The second part of the document is designed for middle school teachers and contains a collection of sample lessons, graphics, and class activities for use with the student text, "Your Court." It includes a glossary of legal terms, activities to help students learn about the Rhode Island courts, and suggestions for additional resources. (RJC)

ED374027

Levi, Judith N.

LANGUAGE AND LAW: A BIBLIOGRAPHIC GUIDE TO SOCIAL SCIENCE RESEARCH IN THE U.S.A. TEACHING RESOURCE BULLETIN NO. 4.

Chicago, IL: American Bar Association. Commission on College and University Legal Studies, 1994, 57p.

ISSN-1069-9058

Available From: American Bar Association, Commission on College and University Legal Studies, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($15).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - NON-CLASSROOM (055)

Geographic Source: U.S.; Illinois

Target Audience: Students; Teachers; Practitioners

Descriptors: Annotated-Bibliographies; Higher-Education; Language-Research; Lawyers-; Professional-Education; Social-Science-Research; *Law-Related-Education; *Linguistics-; *Persuasive-Discourse; *Vocabulary

Identifiers: American-Bar-Association

This bibliography is intended for anyone who is interested in learning about language and law, including those in the legal profession or legal education, linguistics students, political science students, judges, advocates, and laypeople. The document provides bibliographic information about social science research on language in the judicial process and analyzes the language spoken in legal settings, the language written for legal purposes, and laws that are about language. A second component of the document consists of the contributions of linguistics and language scientists to the resolution of actual legal cases. (RJC)

ED383603

Linnertz, Irish, and others.

A CLOSE UP LOOK AT NORTH DAKOTA STATE GOVERNMENT, 1994.

Bismarck, ND: North Dakota State Department of Public Instruction, 1994, 138p.

Sponsoring Agency: Amoco Foundation, Inc., Chicago, IL; Close Up Foundation, Arlington, VA.

EDRS Price - MC01/PC06 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Descriptors: *Citizenship-Education; Course-Content; *Law-Related-Education; Learning-Modules; Secondary-Education; Social-Studies; *State-Curriculum-Guides; State-Programs; Teaching-Guides

Identifiers: *North-Dakota-Close-Up

This book concentrates on the functions and structure of state government and defines the constitutional responsibilities assigned to each of the three branches of North Dakota government. The media and special interest groups, both major influences affecting government plicy, are also discussed. This book, designed for grades 8 through 12, identifies areas of learning and recommends specific content to assist students in becoming more knowledgeable about North Dakota government. (EH)

ED374070

Long, Gerald P.

CONSTITUTIONAL RIGHTS OF JUVENILES AND STUDENTS: LESSONS ON SIXTEEN SUPREME COURT CASES.

Bloomington, IN: ERIC Clearinghouse for Social Studies/Social Science Education, 1994, 156p.

Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC.

ISBN-0-941339-19-X

Available From: ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408-2698.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; Indiana

Target Audience: Students; Teachers; Practitioners

Descriptors: Due-Process; Equal-Protection; Freedom-of-Speech; Government-School-Relationship; High-Schools; Social-Studies; State-Church-Separation; United-States-History; *Childrens-Rights; *Constitutional-Law; *Court-Litigation; *Law-Related-Education; *Student-Rights

Identifiers: *Supreme-Court

This document is a collection of 16 lessons designed for use in United States history and American government courses at the high school level. The lessons are divided into four distinct categories: (1) religion and the Establishment Clause; (2) freedom of expression; (3) due process and other rights of the accused; and (4) equal protection of the laws. Individually each lesson is based upon an actual cases decided by the United States Supreme Court. The lessons are intended to introduce students to basic constitutional principles, especially the need to protect individual liberties in an ordered society. Reenactments of key Supreme Court cases are an effective way to introduce students to constitutional issues. The lessons in this manual are based intentionally on controversies that originated in U.S. classrooms or the juvenile court system. Students tend to have a natural curiosity about cases that focus on young people confronting issues that might be similar to the ones they are currently facing, or interacting in a school environment that is analogous to their own. The use of authentic cases also can help to illustrate that it is possible for ordinary citizens, including students, to initiate actions that ultimately reach the Supreme Court where important precedents that affect millions of people are established. This manual includes suggested teaching approaches, two bibliographies, and a listing of national law-related education resource centers and state coordinators for law-related education. Appendices include the U.S. Constitution, three ERIC digests, and information on the American Bar Association's law-related education resource center. (DK)

ED381481

McBee, Robin Haskell.

DEMYSTIFYING RESEARCH IN EDUCATION AND THE SOCIAL SCIENCES. A PRIMER FOR LRE FOLKS, [1993], 10p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REPORTS - EVALUATIVE (142)

Geographic Source: U.S.; Virginia

Descriptors: Citizenship-Education; Higher-Education; Social-Studies; *Educational-Research; *Law-Related-Education; *Qualitative-Research; *Statistical-Analysis

The article argues that the law-related educational (LRE) community should understand education research methods better to demonstrate to policy makers and funding sources the value of LRE and to evaluate alternative educational strategies. To facilitate the reading and conducting of research, the article explains for LRE practitioners research procedures and the format in which research results are presented. The scientific method is described as a process of forming a hypothesis and systematically and objectively testing the hypothesis through observation and experimentation. The article explains the differences between quantitative and qualitative research, experimental and non-experimental research, basic and applied research, and the problems of subject selection, sampling, reliability, and validity. Contains seven references. (JD)

ED381482
McBee, Robin Haskell.
LIVING THE LAW BY LEARNING THE LAW. A K-12 LAW-RELATED EDUCATION CURRICULUM GUIDE.
Richmond, VA: Virginia Commonwealth Univ., Inst. for Law and Citizenship Studies, [1994]. 146p.

Sponsoring Agency: Department of Education, Washington, DC.
EDRS Price - MF01/PC06 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Virginia
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Citizenship-Education; Elementary-Secondary-Education; Instructional-Materials; Social-Studies; Teaching-Methods; *Elementary-School-Curriculum; *Law-Related-Education; *Secondary-School-Curriculum
Identifiers: Constitution-of-Virginia

This curriculum guide is designed to assist teachers at all levels in their efforts to infuse law-related education (LRE) into their regular course of instruction. The curriculum goals are (1) to promote good citizenship through an understanding of and active participation in a democratic society; (2) to foster respect, understanding, and appreciation of diversity; (3) to develop, improve and integrate thinking and interpersonal skills; and (4) to increase knowledge of and insights into the personal relevance of law and the Constitution. The first part of the guide provides a framework for organizing and selecting (LRE) activities based on concepts of power, justice, liberty, and equality. The guide presents teaching strategies appropriate to LRE including case studies, mock trials, resource persons, role playing, simulations, and various games. Lesson plans are divided into levels—lower and upper elementary, middle, and high school—and provide concepts, rationale, objectives, materials, procedures, and assessment. Many of the lesson plans include handouts for student activities and some include primary documents such as the Constitution of Virginia. The appendix includes a copy of the United States Constitution. (JD)

BEST COPY AVAILABLE

ED375026
McClellan, James.
LIBERTY, ORDER AND JUSTICE: AN INTRODUCTION TO THE CONSTITUTIONAL PRINCIPLES OF AMERICAN GOVERNMENT.
Washington, DC: Center for Judicial Studies, 1989, 396p.; A small 16-page separately published "Teacher's Guide," keyed to the text of all seven parts, is appended.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
ISBN-0-940973-08-1; ISBN-0-940973-09-X
Available From: Center for Judicial Studies, P.O. Box 15449, Washington, DC 20003 (ISBN-0-940973-08-1, $16.95; ISBN-0-940973-09-X, teacher's manual).
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: BOOKS (010)
Geographic Source: U.S.; District-of-Columbia
Target Audience: Students; Teachers; Practitioners
Descriptors: Constitutional-History; Constitutional-Law; Instructional-Materials; North-American-History; Secondary-Education; Social-Studies; *Citizenship-Education; *Justice-; *Law-Related-Education; *United-States-Government-Course

This publication on the constitutional principles of the U.S. Government consists of the textbook and teacher's guide. The textbook begins with a review of constitutionalism in antiquity, in early modern England, and in colonial America. Following sections outline the constitutional convention in Philadelphia, the principles of the constitution, and the debate over ratification. The final sections of the textbook elucidates the role of the constitution in U.S. history with chapters on Supreme Court interpretations and the ratification of amendments. Each chapter opens with an synopsis of the main points presented and closes with a presentation of several primary documents related to the topic. These documents include the Magna Charta, the English Bill of Rights, the Mayflower Compact, the Virginia Bill of Rights, the Constitution and all of its amendments, several of the Federalist Papers, the Northwest Ordinance, the Supreme Court decisions in Marbury v. Madison and Martin v. Hunter's Lessee, and other materials on constitutional history. The chapters also provide questions that test students' comprehension of the content. At the end of the textbook suggestions for a classroom project in which students become state representatives and participate in a constitutional convention are included. The teacher's guide explains a new approach to the study of U.S. government. It focuses on the constitutional framework that shapes and controls the political process. The textbook is summarized as a defense of the principle that, in order to achieve liberty, order, and justice, one must first establish limited constitutional government. The teacher's guide provides lesson plans for the textbook's seven parts, which include the history of constitutional government, the colonies' original constitutions, the Philadelphia Convention, the principles of the constitution, the ratification, the interpretations of the constitution, and the amendments added since 1791. The lesson plans call for research projects, essays, and discussion questions. Each plan includes recommendations for supplemental student reading. (JD)

ED375040
McWhirter, Darien A.
THE SEPARATION OF CHURCH AND STATE. EXPLORING THE CONSTITUTION SERIES, 1994, 189p.
ISBN-0-89774-852-2
Available From: Oryx Press, 4041 North Central at Indian School Road, Phoenix, AZ 85012-3397 ($29.95).
Document Not Available from EDRS.
Document Type: BOOKS (010)
Geographic Source: U.S.; Arizona
Target Audience: Students
Descriptors: Citizenship-Education; Government-Administrative-Body; Instructional-Materials; Secondary-Education; Social-Studies; *Constitutional-Law; *Law-Related-Education; *State-Church-Separation; *United-States-History
Identifiers: Supreme-Court; United-States-Constitution

This textbook on the separation of church and state continues the "Exploring the Constitution Series," which introduces important areas of constitutional law. Intended to serve either as a reference work, a supplement to a standard textbook, or as the textbook for a course, this volume covers the constitutional issues of prayer in public schools, government support for private religious schools, the use of religious symbols by government, the right of school children to refuse to recite the Pledge of Allegiance, the rights of conscientious objectors, and the appeal to religion as an excuse for breaking the law. The introduction elucidates the historical background for the separation of church and state with a discussion of John Locke, Baron de Montesquieu, and colonial America. Each substantial chapter on a constitutional issue explains the setting of the debate, provides opinions and dissents from several Supreme Court cases, and offers discussion questions. The book closes with a glossary of legal terms, suggestions for further readings, and two appendices containing the United States Constitution and the Bill of Rights. (JD)

ED377137
Maryland State Bar Association.
UNDERSTANDING THE JUDICIAL BRANCH OF MARYLAND GOVERNMENT WITH CLASSROOM ACTIVITIES AND SAMPLE LESSON PLANS.
Baltimore: Maryland State Bar Association; Maryland State Dept. of Education, Baltimore, [1991], 130p.; Prepared by the Citizenship Law-Related Education Program for the Schools of Maryland.

Sponsoring Agency: Commission on the Bicentennial of the United States Constitution, Washington, DC.
EDRS Price - MF01/PC06 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Maryland
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Constitutional-Law; Instructional-Materials; Secondary-Education; Social-Studies; Teaching-Methods; *Law-Related-Education
Identifiers: United-States-Constitution; *Maryland-

This book explains the development and current workings of the American and Maryland judiciaries. An interview with the Honorable Arthur M. Monty Anhalt of the Circuit Court of Prince George's County, a long-time advocate of law education, presents a realistic view of the principles by which jurists operate in their daily effort to impart justice. Abraham A. Dash provides an essay on the Maryland judiciary that describes the common law tradition, the pre-revolutionary courts of Maryland, the judicial consequences of the revolution, the development of Maryland's present judicial structure, and the Maryland courts today. A section on teaching methods elaborates the case-study, adversarial, and mock-trial approaches to teaching legal concepts, including rationale and procedures. Seven lesson plans introduce the structure of the Maryland court system, the physical setting of the courtroom, trial participants, procedure, jury selection, a court house field trip, and a debriefing for the visit. The lesson plans provide handouts and quizzes. The Constitution of Maryland and the U.S. Constitution are included in the appendices. (JD)

ED375017

Massaro, Toni Marie.

CONSTITUTIONAL LITERACY. A CORE CURRICULUM FOR A MULTICULTURAL NATION, 1993, 204p.

Durham, NC: Duke University Press, 1993, 204p.

ISBN-0-8223-1364-2

Available From: Duke University Press, Box 90660, Durham, NC 27708-0660 ($24.95).

EDRS Price - MF01/PC09 Plus Postage.

Document Type: BOOKS (010)

Geographic Source: U.S.; North-Carolina

Target Audience: Policymakers; Teachers; Practitioners

Descriptors: Constitutional-Law; Curriculum-Development; Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Core-Curriculum; *Law-Related-Education; *Multicultural-Education

Identifiers: *United-States-Constitution

From the perspective of constitutional law, this volume reconciles the conflicting claims of educational reformers who demand a curriculum for national unity and those who call for multiculturalism. The first part of the book describes the educators' opposing views about core curriculum and the century-long history of the debate. The second part of the book rephrases the debate into constitutional terms and concludes that a core social studies curriculum that stresses freedom of religion, freedom of speech, and equality would satisfy the demands for both unity and diversity. Beginning with the insight that schools should teach conflict as well as consensus, the book outlines the features of the U.S. curriculum for constitutional literacy. Social studies and law-related studies should not be taught as static and harmonious knowledge but rather as a chaotic set of conflicts that continue to shape the present world. The book concludes with extensive notes and an index of key terms. (JD)

ED374068

Minnesota Center for Community Legal Education.

FAIRNESS & FREEDOM. COURTS AS A FORUM FOR JUSTICE.

St. Paul, MN: Hamline University School of Law, 1990, 162p.; For related items, see SO 024 499 and SO 024 501-503.

Sponsoring Agency: Department of Education, Washington, DC.

Available From: Minnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; Minnesota

Target Audience: Students; Teachers; Community; Practitioners

Descriptors: Citizenship-Education; Civics-; Constitutional-Law; Instructional-Materials; Intermediate-Grades; Junior-High-Schools; Resource-Materials; Resource-Units; Social-Studies; *Law-Related-Education; *State-Courts

Identifiers: *Minnesota

Designed to give students in grades 5 through 12 information about the Minnesota court system, this document provides teachers and students with the necessary background materials to study Minnesota's courts. Rather than an introduction to all law, the document is limited to the function and operation of the courts. The curricular materials cover 17 topics: (1) conflict; (2) solving conflict today; (3) "Fairness and Freedom" the video; (4) Minnesota courts; (5) people in the court; (6) choosing the judge; (7) the Minnesota jury system; (8) Voir dire process; (9) You Decide: a jury simulation; (10) conciliation court; (11) juvenile justice; (12) mini-mock trials; (13) appeals; (14) mediation; (15) punishment; (16) sentencing; and (17) a question of life or death. A copy of the Minnesota Constitution also is provided. (RJC)

ED374065
Minnesota Center for Community Legal Education.
MINI-MOCK TRIAL MANUAL.
St. Paul, MN: Hamline Univ., School of Law, 1993, 36p.; For related items, see SO 024 501-503.

Available From: Minnesota Center for Community Legal Education, Hamline University School of Law, 1536 Hewitt Avenue, St. Paul, MN 55104 ($5).
EDRS Price - MF01/PC02 Plus Postage.
Document Type: GUIDES - CLASSROOM - LEARNER (051)
Geographic Source: U.S.; Minnesota
Target Audience: Students; Teachers; Community; Practitioners
Descriptors: Citizenship-Education; Civics-; Constitutional-Law; Instructional-Materials; Intermediate-Grades; Resource-Materials; Resource-Units; Secondary-Education; Social-Studies; *Court-Litigation; *Courts-; *Law-Related-Education
Identifiers: *Mock-Trials

Designed to help students learn about courts and trials in an interesting and enjoyable way, this document provides teachers with the necessary instructions and materials on how to conduct mock trials. By using the program, students become familiar with the role of a trial court in resolving disputes. They also are introduced to court procedure and decorum, and develop an appreciation for the importance of the various people in the courtroom. Involvement in a mock trial allows students to practice communication and critical thinking skills as they prepare and present their case. In addition to teacher instructions, the manual includes student handouts for five mini-mock trials. The handouts consist of a juror biography, jury observation sheet and checklist, case facts, prosecution and defense witness statements, and jury instructions. (DK)

ED380729
Minnesota House of Representatives, Research Department.
YOUTH AND THE LAW: A GUIDE FOR LEGISLATORS.
St. Paul, MN: Minnesota House of Representatives, Research Dept., 1994, 82p.; For an earlier document, see ED 300 726.

EDRS Price - MF01/PC04 Plus Postage.
Document Type: GUIDES - NON-CLASSROOM (055)
Geographic Source: U.S.; Minnesota
Descriptors: Adolescents-; Civil-Law; Courts-; Criminal-Law; Juvenile-Courts; Legal-Responsibility; Legislators-; Secondary-Education; *Juvenile-Justice; *Laws-; *State-Legislation; *Youth-
Identifiers: *Minnesota

This resource guide describes one state's statutes and cases so as to profile those rights, responsibilities, and protections for young people which are different from those applicable to adults. The purpose of this guidebook is to give legislators an overview of all laws affecting young people in order to have a reference aid on current state policies toward youth. The guidebook should prove useful for evaluating any proposals for changing these policies. Since this is primarily a state guide, federal statutes and cases are included in only a few areas where they dictate state policy or where state policy has been closely linked with federal law. The guidebook is divided into two parts: Part 1, "The Laws," consists of substantive laws organized by subject categories, including economic protection, family relations, health and social services, and unlawful acts against youths. Part 2, "The Courts," explains the courts and procedures that deal with youths in both civil and criminal adult court, and in juvenile court. A glossary of terms is provided at the beginning of the guidebook. (RJM)

ED383606

Mosher, Ralph, and others.

PREPARING FOR CITIZENSHIP: TEACHING YOUTH TO LIVE DEMOCRATICALLY; Foreword by Thomas Lickona; chapter 7 by Ethel Sadowsky.

Westport, CT: Praeger Publishers, 1994, 194p.

Available From: Praeger Publishers, 88 Post Road West, Westport, CT 06881.

Document Not Available from EDRS.

Document Type: REPORTS - RESEARCH (143) — BOOKS (010)

Descriptors: Case-Studies; *Citizen-Role; *Cititzenship; *Citizenship-Repsonsibility; *Civics; Democracy; Democratic-Values; Elementary-Secondary-Education; Ethical-Instruction; Global-Education; Law-Related-Education; Public-Affairs-Education; Social-Values; *Student-Government; Student-Leadership; Student-Organizations; Student-Participation; Student-Responsibility; Values-Education

This book explores the issues of democratic education and student responsibilities in the schools. There are three compelling reasons to engage students to have a direct experience of democracy as an integral part of their schooling: (1) students are most likely to understand and value democracy and develop politcal skills required for effective democratic citizenship if they have the first-hand experience of participating in democratic self-governance; (2) democratic education is a powerful stimulus for full human development, including cognitive, ego, social, political, and moral development; and (3) democratic school governance offers the most practical, effective means of improving the school's moral culture, the operative moral norms that shape the behavior of the school's members. An index, and author biographies conclude the volume. Contains an extensive bibliography. (EH)

ED379197

Moskowitz, Douglas, and Jason Scurti, eds.

U.S. SUPREME COURT DECISIONS. A CASE STUDY REVIEW FOR U.S. HISTORY AND GOVERNMENT. A STUDENT AND TEACHER GUIDE.

Albany, NY: New York State Bar Association; New York State Education Dept., Albany; Northport-East Northport Union Free School District, Northport, NY, 1989, 71p.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; New-York

Target Audience: Teachers; Students; Practitioners

Descriptors: Secondary-Education; Social-Studies; *Citizenship-Education; *Constitutional-Law; *Law-Related-Education; *United-States-History

Identifiers: Northport-East-Northport-Union-Free-School-Dist-NY; PATCH-Law-Program; United-States-Constitution; *Supreme-Court

This constitutional casebook is the outcome of the P.A.T.C.H. Law Program of the Northport-East Northport Union Free School District in New York. The casebook provides students and teachers in grades 7, 8, 11, and 12 with a summary review of the 22 cases mentioned in the New York State Regents' 11th grade "U.S. History and Government" syllabus and an additional 29 cases that support a better understanding of U.S. hisotry and government. Summary charts outline the syllabus and include the constitutional cases mentioned in it as well as additional cases that enrich students' knowledge. Among the cases reviewed are landmark decisions such as Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Sanford, Plessy v. Ferguson, Brown v. Board of Education of Topeka, Mapp v. Ohio, and Gideon v. Wainwright. For each case, the casebook lists the citation number, the judicial concepts involved, the facts of the case, the legal issues, and the court's opinion. The appendices include a pre- and post-test, a glossary of constitutional terms, and the U.S. Constitution. (JD)

ED375058

National Institute for Citizen Education in the Law.
BIBLIOGRAPHY OF MOCK TRIAL MATERIALS.
Washington, DC: National Inst. for Citizen Education in the Law, 1994, 12p.

Available From: National Institute for Citizen Education in the Law, 711 G St., S.E., Washington, DC 20003.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Tupe: REFERENCE MATERIALS - BIBLIOGRAPHIES (131)
Geographic Source: U.S.; District-of-Columbia
Descriptors: Annotated-Bibliographies; Citizenship-Education; Court-Litigation; Courts-; Criminal-Law; *Instructional-Materials; *Law-Related-Education
Identifiers: *Mock-Trials

This catalog lists general articles on mock trials, information for arranging mock trial competitions, mock trial problem sets, and video tapes. The problem sets contain introductory material, applicable law, statements of facts, witness statements, and documents. The cases include issues in family, consumer, criminal, and immigration law. Several of the mock trials cover controversial subjects such as rape, AIDS, and religious cults. One case examines the limits of freedom of speech. The catalog provides an abstract of each case and information about where to order the materials. While most of the materials are free of charge, the section on video tapes includes a price list. (JD)

ED375059

National Institute for Citizen Education in the Law.
NATIONAL INSTITUTE FOR CITIZEN EDUCATION IN THE LAW MATERIALS LIST.
Washington, DC: National Inst. for Citizen Education in the Law, 1994, 9p.

Available From: National Institute for Citizen Education in the Law, 711 G St., S.E., Washington, DC 20003.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: REFERENCE MATERIALS - BIBLIOGRAPHIES (131)
Geographic Source: U.S.; District-of-Columbia
Target Audience: Administrators; Teachers; Practitioners
Descriptors: Annotated-Bibliographies; Citizenship-Education; Correctional-Education; Court-Litigation; Courts-; Crime-Prevention; Criminal-Law; Democracy-; Higher-Education; Secondary-Education; Special-Education; *Instructional-Materials; *Law-Related-Education
Identifiers: Mediation-; Street-Law

This catalog lists the books and materials produced by the National Institute for Citizen Education in the Law. The Institute specializes in law-related education, with programs in criminal, family, and consumer law, civics, great historical trials, practical law for prisoners, mock trials, mediation, and human rights. In addition to textbooks, audio-visual materials, and examinations that accompany these programs, the catalog identifies articles that explain the programs. Each listing includes an abstract of the material and a guide to where it can be obtained. An order form is included. (JD)

ED375062

National Institute for Citizen Education in the Law.

TEACHING LAW TO THE PUBLIC: CATALOGUE OF LAW SCHOOL PROJECTS.

Washington, DC: National Inst. for Citizen Education in the Law, Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention, 1993, 59p.

Available From: National Institute for Citizen Education in the Law, 711 G Street, S.E., Washington, DC 20003.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: REFERENCE MATERIALS - DIRECTORIES / CATALOGS (132)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Policymakers; Administrators; Teachers; Practitioners

Descriptors: Citizenship-Education; Constitutional-Law; Court-Litigation; Criminal-Law; Higher-Education; Law-Schools; Law-Students; Legal-Education-Professions; Social-Studies; *Law-Related-Education

Identifiers: Teaching-Law-to-the-Public-Program

This catalog was developed to provide useful information about the many "Teaching Law to the Public" law school-based projects operating around the country in 1993-94. Aimed at law school project staff members, it is a handy reference to other law school programs. The catalog also is intended as a guide for everybody involved in law-related education, especially those who are interested in initiating these types of projects at other law schools. The volume contains a description of each project listed in alphabetical order by law school. Each description includes the names of contact people, a description of the project's activities, materials, populations served, and funding sources. The catalog opens with a description of the National Institute for Citizen Education in the Law, which engages in course development, teacher training, and technical assistance for law schools, school systems, departments of corrections, juvenile justice agencies, bar associations, legal service organizations, community groups, and local governments. The description lists the Institute's publications, videos, and law school program materials. The catalog identifies 37 law schools that have initiated programs in law-related education. (JD)

ED375063

National Institute for Citizen Education in the Law.

TEACHING STRATEGIES.

Washington, DC: National Institute for Citizen Education in the Law, 1994, 22p.

Available From: National Institute for Citizen Education in the Law, 711 G Street, S.E., Washington, DC 20003.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Practitioners

Descriptors: Case-Studies; Citizenship-Education; Discussion-; Learning-Activities; Secondary-Education; Social-Studies; *Controversial-Issues-Course-Content; *Law-Related-Education; *Teaching-Methods

This instruction guide conveys effective strategies for engaging students in small group exercises, brainstorming, discussions, case studies and controversial issues. After emphasizing the importance of the first small group session for setting the tone, the guide advises teachers to appoint groups of two to five students, assigning the most extroverted as group leaders and dividing the least perceptive among the groups. As each group sits in a circle, the teacher should move around to each group to answer questions. To foster imaginative solutions to problems, the guide presents the strategy of brainstorming. Teachers should call for as many and as wild ideas as the students can offer, discouraging any evaluation that may discourage creativity. For the successful use of the discussion method, the guide encourages teachers to consider the purposes that their questions are intended to serve, whether to open discussion, amplify a contribution, or to close a discussion. The guide devotes considerable attention to case studies, a method well-suited to law-related education. Foremost, the teacher should carefully choose the appropriate case, one which involves an enduring legal question and evokes dramatic interest. After introducing students to the facts of the case, the teacher should define the legal issues and arguments and invite students to explain their decision in the case. When controversial subjects arise, students should identify the core issues and recognize the legitimacy of the arguments. (JD)

ED377122

Nessel, Paula.

PLANTING INTERNATIONAL SEEDS. TECHNICAL ASSISTANCE BULLETIN NO. 12.

Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 6p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

ISBN-1-57073-021-0

Available From: American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($1.50).

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REPORTS - DESCRIPTIVE (141)

Geographic Source: U.S.; Illinois

Target Audience: Policymakers; Administrators; Practitioners

Descriptors: Citizenship-Education; Foreign-Countries; Higher-Education; Social-Studies; *International-Educational-Exchange; *Law-Related-Education

Noting that law-related education (LRE) instills in its practitioners a strong desire to share its message with the world, this technical bulletin outlines the international activities of several LRE organizations. The Center for Civic Education hosts international visiting scholars, sponsors an annual conference that alternates between sites in Germany and the United States, and provides technical support to countries such as Nicaragua and Poland. The Chicago-based, women-managed, nonprofit organization Heartland International has promoted civic education programs in Ethiopia, Namibia, Uganda, and Tanzania. The American Federation of Teachers International Affairs Department created the Education for Democracy Clearinghouse in 1993 to collect and disseminate information about civic education programs worldwide. The Mershon Center at The Ohio State University has been involved in the Education for Democratic Citizenship in Poland Project since 1991 and has been invited to develop programs in Lithuania, Bulgaria, Albania, and Russia. The National Institute for Citizen Education in the Law (NICEL) has been involved in projects on four continents, Asia, Europe, Africa, and South America. For the future, NICEL proposes the Citizens Education Democracy Corps, comprised of recent alumni from U.S. graduate schools in the fields of law, education, and the humanities. A list of contact persons for each agency is provided. (JD)

ED361631

Newton, Ansley.

STUDENTS AS MEDIATORS. PROJECT SEED.

Maine Center for Educational Services, 1993, 7p.; For other titles in this series, see CG 025 019-025.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; Maine

Descriptors: Elementary-School-Students; Intermediate-Grades; Preadolescents-; *Arbitration-; *Conflict-Resolution; *Peer-Relationship; *Problem-Solving; *Self-Esteem; *Student-Role

Identifiers: *Peer-Mediation

One of eight papers from Project Seed, this paper discusses an 8-week program on conflict resolution used among fourth-through sixth-graders at one school. The program described could easily be implemented in other schools. Through the program, students are trained in a step-by-step mediation process; those students who become Classroom Mediators demonstrate their skill by role-playing a real life situation that needs conflict resolution. It is noted that Classroom Mediators then work in pairs to help mediate situations in both the playground and the classroom. The paper describes the student participants in the program and lists seven basic program goals: (1) to resolve peer disputes that interfere with the education process; (2) to build a stronger sense of cooperation in the classroom; (3) to improve the school environment by decreasing tension and violence; (4) to increase student participation and leadership skills; (5) to develop practical life skills; (6) to improve student-student and student-teacher relationships; and (7) to build self-esteem. Anticipated outcomes of the program are discussed. Procedures and instructions for the program are provided in 10 steps; the duration of the program is described; materials and facilities needed are given; and a bibliography of seven relevant publications is included. The program cost is estimated to be approximately $200-$300 for materials in the first year. (NB)

ED375044

Perry, George S., Jr.

METROPOLITAN NASHVILLE PUBLIC SCHOOLS: AN LRE LABORATORY. TECHNICAL ASSISTANCE BULLETIN, NO. 11.

Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, [1992], 6p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REPORTS- DESCRIPTIVE (141)

Geographic Source: U.S.; Illinois

Descriptors: Community-Involvement; Curriculum-Development; Elementary-Secondary-Education; Teacher-Education; *Citizenship-Education; *Law-Related-Education; *Public-Schools, *Social-Studies

Identifiers: Youth-for-Justice Program; Nashville-Metropolitican-Public-Schools-TN; *National-Training-and-Dissemination-Program

This bulletin describes the success of a partnership between the National Training and Dissemination Program (NTDP) and the Metropolitan Nashville Public Schools (Tennessee). Beginning in October, 1992, the NTDP provided Nashville with technical, staff, and financial assistance as well as law-related education (LRE) resources. Nashville schools cooperated in developing a pilot program for one of the district's 11 kindergarten through grade 12 clusters. The five-step strategy that the NTDP followed in implementing the program, a strategy that begins with needs assessment, is outlined. After formulating a mission statement and goals intended to fulfill the needs of the school district, the development team designed curriculum guidelines. To promote faculty training, a key to the project's success, the district encouraged teachers to schedule LRE staff development sessions to fulfill their annual staff development requirement. The training sessions involved teachers, administrators, parents, and community leaders. In the belief that community involvement is an essential element of LRE, the development team initiated several outreach efforts. Attorneys were encouraged to visit their assigned schools and meet students informally. The article concludes with suggestions for interested readers to develop their own LRE program. (JD)

ED375050

Phi Alpha Delta Law Fraternity International.

THE LESSON PLAN OF THE MONTH, 1992-1993. 10 LESSON SERIES.

Washington, DC: Phi Alpha Delta Law Fraternity International, 1993, 96p.; Some handouts contain broken print.

Available From: Phi Alpha Delta Public Service Center, 1511 K Street, N.W., Suite 611, Washington, DC 20005 ($14, 10 lesson subscription).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Teachers; Practitioners

Descriptors: Constitutional-Law; Disabilities-; Driving-While-Intoxicated; Freedom-of-Speech; High-Schools; Homosexuality-; Intermediate-Grades; Junior-High-Schools; Middle-Schools; Politics-; Social-Studies; Violence-; *Citizenship-Education; *Law-Related-Education

Identifiers: Americans-with-Disabilities-Act-1990; Mediation

As part of a series of lesson plans compiled by Phi Alpha Delta, this collection presents a lesson plan on current issues for each month of the school year. Intended for high school and middle school with adaptations for elementary school, the lessons cover the Americans with Disabilities Act in relation to accommodations for students with disabilities, the analysis of 30-second political advertisements, freedom of speech as it applies to rock and roll songs, hate crimes in Germany, term limitations for the United States Congress, reform of political lobbying, minority rights, non-violent dispute resolution, drunk driving, and the ban on homosexuals in the military. Each of the lesson plans provide a lesson description, objectives, key concepts and vocabulary, detailed steps for implementing the lesson, questions for class discussion, and suggestions for additional activities, such as inviting resource persons and drafting letters to legislators. The lessons also provide handouts of relevant legislation, court cases, and survey forms. The lesson on minority rights in Germany offers for comparison the United States Bill of Rights and the Basic Law for the Federal Republic of Germany. (JD)

BEST COPY AVAILABLE

ED381456

Reeves, James, II.

EVALUATION OF THE 1991-92 BILL OF RIGHTS IN A MULTICULTURAL SOCIETY PROJECT. OER REPORT.

Brooklyn, NY: New York City Board of Education. Office of Educational Research, 1994, 20p.

Available From: Office of Educational Research, New York City Board of Education, 110 Livingston Street, Room 507, Brooklyn, NY 11201.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REPORTS - EVALUATIVE (142)

Geographic Source: U.S.; New-York

Target Audience: Teachers; Administrators; Policymakers; Practitioners

Descriptors: Law-Related-Education; Program-Evaluation; Secondary-Education; Teacher-Education; *Constitutional-History; *Curriculum-Development; *Multicultural-Education; *Social-Studies

Identifiers: New-York-City-Board-of-Education; *Bill-of-Rights

This report evaluates the Bill of Rights in a Multicultural Society Project. The project was developed by the Social Studies Unit of the Board of Education's Division of Instruction and Professional Development of the city of New York. The purpose of the project, which consisted of a week long summer institute in August 1991 at Brooklyn Law School, and two follow up workshops held at the end of the following fall and spring semesters, was to increase the participants' (secondary-level teachers and administrators) knowledge of the Bill of Rights, and to develop and disseminate an innovative Bill of Rights curriculum. The 27 participants in the summer institute were taught about the theory and history of the Bill of Rights by historians and legal scholars. They used this knowledge to develop a Bill of Rights curriculum to be used in their individual classrooms. Up to 84 percent of the participants rated the summer institute areas as either very good or excellent, and none of the respondents rated any of the institute areas as poor. No data from the first follow up workshop was collected, but the second follow up workshop received an overwhelmingly positive rating with five of the six aspects being rated "excellent" by 55 percent or more of the participants. The report concludes that the objectives of increasing participants knowledge of the Bill of Rights, the development of a Bill of Rights curriculum, and the dissemination of a curriculum were all achieved. Recommendations include adding a bilingual component, and providing incentives to increase attendance. (DK)

ED375042

Richard, Theresa M., ed.

FOUNDATIONS OF DEMOCRACY: AUTHORITY, PRIVACY, RESPONSIBILITY, AND JUSTICE. LAW IN A FREE SOCIETY SERIES. LEVEL V. STUDENT TEXT. REVISED EDITION.

Calabasas, CA: Center for Civic Education, 1994, 244p. For related "Teacher's Guide", see SO 024 342.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.; National Endowment for the Humanities (NFAH), Washington, DC.

ISBN-0-89818-150-X

Available From: Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.

EDRS Price - MF01/PC10 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; California

Target Audience: Students

Descriptors: Citizenship-Education; Constitutional-Law; Instructional-Materials; Intermediate-Grades; Junior-High-Schools; Middle-Schools; Secondary-Education; Social-Studies; Teaching-Methods; United-States-History; *Constitutional-History; *Democracy-; *Justice-; *Law-Related-Education; *Privacy-; *Responsibility-

Identifiers: Authority

This curriculum is organized around four concepts—authority, privacy, responsibility, and justice—which form part of the common core of civic values and concepts that are fundamental to the theory and practice of democratic citizenship in the United States. Rather than focusing on facts and dates, the curriculum challenges students to think for themselves, to develop reasoned positions, and to articulate and defend their views. By raising issues over the authority of police, teachers and principals, the volume calls on students to question the benefits, costs, and limits of authority and privacy. The textbook also raises questions about how competing responsibilities should be resolved and about the various forms of justice, including distributive, corrective, and procedural justice. Each chapter provides concrete conflicts covering such areas as sporting competitions, locker rooms, computers, and drunk driving, followed by critical thinking exercises requiring students to identify and debate the competing interests. To provide students with an analytical framework for debating the issues, the textbook explains the use of intellectual tools that help students think critically, such as, for example, indentifying the claims for privacy, the relevant considerations, and alternative solutions. (JD)

ED377134

Richardson, Anita.

ON TRIAL IN CALIFORNIA: THE O. J. SIMPSON CASE. A TEACHING TOOL.

Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 17p.

Sponsoring Agency: American Bar Association, Chicago, Ill.
ISBN-1-57073-100-4
Available From: American Bar Association, Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($5).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Instructional-Materials; Secondary-Education; Social-Studies; Teaching-Methods; *Criminal-Law; *Law-Related-Education
Identifiers: *Simpson-OJ-Murder-Trial

Arguing that there is no better opportunity to teach about the law than when a sensational trial overwhelms the media, this booklet outlines the legal issues involved in the O. J. Simpson trial and presents teaching methods for introducing these issues to students. In a discussion of the trial phase, the booklet explains the concepts of reasonable doubt, preponderance of evidence, elements of murder, special circumstances as well as the categories of direct and circumstantial evidence. Sections on the sentencing and appeals phases of the trial describe the significance of aggravating and mitigating factors and the grounds and procedures for appeal. A question and answer column elucidates the most frequently asked legal questions regarding the trial such as Simpson's plea, the evidence, the relevance of DNA tests, the likelihood of Simpson testifying, and the significance of pretrial publicity. The teaching methods outlined in the booklet call for students to complete and discuss a worksheet on the facts of the trial and to play the role of judge in evaluating the evidence. The booklet also provides the results of a poll of 311 attorneys taken in September, 1994 on the Simpson trial. A copy of the questionnaire is included for distribution to students. A glossary explains the legal terms used throughout the booklet. (JD)

ED379174

Robinson, Barbara.

MASSACHUSETTS AND THE BILL OF RIGHTS. A TEACHER'S MANUAL WITH SUGGESTED ACTIVITIES AND RESOURCES FOR THE BILL OF RIGHTS BICENTENNIAL AND SUPPLEMENT TO THE "BY WHAT RIGHT" VIDEO.

Boston, MA: Commonwealth Museum, 1991, 49p.

Available From: The Commonwealth Museum, 220 Morrissey Boulevard, Boston, MA 02125.
EDRS Price - MF01/PC02 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Massachusetts
Target Audience: Teachers; Practitioners
Descriptors: Audiovisual-Aids; High-Schools; Instructional-Materials; Intermediate-Grades; Junior-High-Schools; Learning-Activities; Middle-Schools; *Civil-Liberties; *Constitutional-History; *Law-Related-Education; *United-States-History
Identifiers: *Bill-of-Rights; *Massachusetts-

This document, a teacher's manual, was published as part of the state of Massachusetts' observance of the bicentennial of the United States Constitution. The manual accompanies a videotape on the topic. Together, the materials can help educators identify the people, places, and pictures that they can use to underscore the significance of the Bill of Rights. While middle and high school teachers are the primary focus of the manual, it also offers activities and resources for use in elementary instruction. Materials are adaptable for various age levels and are reproducible. The manual includes an introduction, a Bill of Rights timeline, a brief guide to four major issues that the videotape highlights, a set of nine learning activities, and listings of resource materials and organizations. An appendix presents the Bill of Rights and 16 other constitutional amendments. Contains 22 references. (SG)

ED375060
Routier, Wanda J., comp.
SUGGESTIONS, COMMENTS, TIPS AND HINTS FOR TEACHING LAW-RELATED EDUCATION TO STUDENTS WITH DISABILITIES FROM EDUCATORS NATIONWIDE. TEACHER TALK.
Washington, DC: National Inst. for Citizen Education in the Law, 1993, 30p.

Sponsoring Agency: Department of Education, Washington, DC.
Available From: National Institute for Citizen Education in the Law, 711 G St., S.E., Washington, DC 20003-2861.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; District-of-Columbia
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Civil-Liberties; Delinquency-; Learning-Activities; Secondary-Education; Social-Studies; Teaching-Methods; *Disabilities-; *Law-Related-Education; *Special-Education
Identifiers: *Law-Related-Educ-Prog-for-Stu-with-Disabil

Compiled from teachers' responses during the 1992-93 school year, this guide presents suggestions and comments for educators involved in the Law-Related Education Program for Students with Disabilities, a program funded by the U.S. Department of Education. The teachers whose comments are featured in this guide represent high schools, middle schools, and juvenile detention centers from across the United States. They offer advice on teaching rights to students with learning, mental, emotional, behavioral, hearing, or vision disabilities. The teachers explain the training they underwent, the obstacles faced, including disciplinary problems, and the projects they pursued with students, such as field trips to courts and the creation of law-related education hypercard stacks. In one segment, Mary Jane Breen and Flemming Godiksen, teachers at Bucks County Technical School, Bucks County, Pennsylvania, illustrate how they tailored the program to their students' interests by teaching about the Americans with Disabilities Act. (JD)

ED376100
Ruderman, Jim, and Bill Fauver.
KEEPING THEM APART: PLESSY V. FERGUSON AND THE BLACK EXPERIENCE IN POST-RECONSTRUCTION AMERICA. A UNIT OF STUDY FOR GRADES 8-12.
Los Angeles, CA: National Center for History in the Schools, 1991, 64p.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, DC.
Available From: National Center for History in the Schools, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108.
EDRS Price - MF01/PC03 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; California
Target Audience: Teachers; Practitioners
Descriptors: Court-Litigation; Grade-8; Grade-9; Grade-10; Grade-11; Grade-12; Law-Related-Education; Primary-Sources; Secondary-Education; Secondary-School-Curriculum; Social-Studies; *Black-History; *Blacks-; *History-Instruction; *Racial-Discrimination; *Racial-Segregation; *Reconstruction-Era
Identifiers: Supreme-Court; *Plessy-v-Ferguson

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. This unit focuses on the black experience in the critical years after Reconstruction. Using the landmark decision in Plessy v. Ferguson in 1896, the unit opens with an examination of conditions in black America during the post-Reconstruction years. Political opportunities or lack thereof; economic and class status; as well as social interaction will be illustrated through documentary material. In the Plessy case, the U.S. Supreme Court interpreted the Fourteenth Amendment guarantees of due process and equal protection to mean that "separate but equal" facilities could be provided on the basis of race. By examining the Supreme Court's reasoning in Plessy within the historical context of the period, the student will be able to evaluate the successes and the failures of Reconstruction. By examining the Court's decision itself, students can investigate the nature of judicial review through an example of constitutional interpretation that stands in sharp contrast to the judicial activist character of the Warren Court's decision in Brown v. Board of Education nearly 60 years later. This unit challenges students to see the relationship between law and society and how prejudice works. The unit objectives are: students will evaluate the conditions of blacks in the north and south between 1875 and 1900 using documentary and statistical evidence; the successes and failures of Reconstruction for freedmen will be analyzed; students will identify Plessy v. Ferguson as an organized resistance by black leaders to segregation laws in the south; the Supreme Court's reasoning in this decision will be analyzed and; the concept of judicial review and its importance in American Constitutional government will be identified and discussed. Contains three references. (DK)

ED363850

Schmidt, Fran, and Alice Friedman.

CREATIVE CONFLICT SOLVING FOR KIDS: GRADES 3-4.

Miami Beach, FL: Abrams (Grace Contrino) Peace Education Foundation, Inc., 1991, 93p.; Product of the Peace Works Series. For related documents, see CG 026 030-034.

ISBN-1-878227-10-6

Available From: Peace Education Foundation, Inc., 2627 Biscayne Blvd., Miami, FL 33137.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; Florida

Target Audience: Teachers; Students; Practitioners

Descriptors: Arbitration-; Curriculum-Guides; Elementary-Education; Grade-3; Grade-4; Holistic-Approach; Instructional-Materials; Intermediate-Grades; Interpersonal-Communication; Lesson-Plans; Role-Playing; Teaching-Methods; *Conflict-Resolution; *Elementary-School-Students; *Problem-Solving; *Skill-Development

Identifiers: Mediation-; Nonviolence

Conflict resolution skills can be taught just as any other basic skill is taught, and this is the message of this curriculum and guide. Peace education is a life-affirming celebration of life and a holistic approach to human interaction. Conflict is a natural part of life, and children can be taught the skills to deal constructively with conflict. Each teacher page contains teacher remarks, the materials needed for the lesson, suggestions for discussions and how to introduce the student work pages, and ways to identify the focus of each lesson Lessons use brainstorming, role-playing, problem solving, "I-Care" listening and language techniques, body movement, and visualization. The Peace Table is suggested as a place for students to talk out conflict, and mediation is presented as an approach to conflict resolution. Appendix 1 contains a communication game. Appendix B is a glossary. Appendix C is an annotated bibliography of 52 items. (SLD)

ED377088

Schott, James C.

RELIGIOUS FREEDOM: BELIEF, PRACTICE, AND THE PUBLIC INTEREST. PUBLIC ISSUES SERIES.

Boulder, CO: Social Science Education Consortium, Inc., 1991, 77p.; Accompanying 8-page "Teacher's Guide" is appended.

ISBN-0-89994-358-6

Available From: Social Science Education Consortium Publications, 3300 Mitchell Lane, Suite 240, Boulder, CO 80301-2296.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; Colorado

Target Audience: Students; Teachers; Practitioners

Descriptors: Constitutional-Law; Discussion-Teaching-Technique; Law-Related-Education; Role-Playing; Secondary-Education; State-Church-Separation; Teaching-Guides; Units-of-Study; *Civil-Liberties; *Controversial-Issues-Course-Content; *Religion-Studies; *Religious-Conflict; *Social-Studies

Identifiers: First-Amendment; Public-Interest; United-States-Constitution; *Religious-Freedom

This booklet is part of a series of units designed to encourage students to take positions on issues of religious freedom. In an introductory section, the document provides background information on the series and on the history of religious freedom in the United States, then explains how students should approach the issues raised in the text. The document goes on to explore what constitutes a religion and what is religious freedom. Students also examine the role of the First Amendment to the U.S. Constitution and the difference between religious freedom and religious tolerance. A concluding section, "Review, Reflection, and Research," explores issues in greater detail and calls for deeper exploration of the issues surrounding religious freedom. Each section presents challenging questions on religious issues and calls upon students to assume roles, take positions, and defend viewpoints. The accompanying Teacher's Guide focuses on the following organizing questions: (1) What is religion? What is religious freedom?; (2) What is the proper relationship between religion and government?; and (3) What limits should be placed upon the free exercise of one's religious beliefs? Can religious toleration be enforced? Value issues are implicit in legal and constitutional issues because the best justification for laws is that they should improve the well being of society. This teacher guide suggests one way to approach the unit on religious freedom. The guide includes instructions on preparing to teach the unit, introducing the unit, defining religion and religious freedom, and discussing the First Amendment, and religious toleration. Issues are grouped as ethical or value issues, definitional issues, and fact explanation issues. The exercises suggested include writing, research, and discussion. A bibliography and student handouts are included. One handout is on purposes and skills of discussion. The other is a list of discussion rating scales with seven categories. (SG)

ED370860
Shabbas, Audrey.
RESOURCES FOR HISTORY DAY 1991: "RIGHTS IN HISTORY."
Berkeley, CA: AWAIR: Arab World and Islamic Resources and School Services, 1991, 6p.
AWAIR's Middle East Resources 1 January 1991.

Available From: Arab World and Islamic Resources and School Services, 1400 Shattuck Ave., Suite 9, Berkeley, CA 94709.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: COLLECTED WORKS - SERIALS (022)
Geographic Source: U.S.; California
Target Audience: Teachers; Students; Practitioners
Descriptors: Curriculum-Development; Instructional-Materials; Minority-Groups; Secondary-Education; Social-Studies; Teacher-Education; *Arabs-; *Civil-Rights; *Educational-Resources; *History-Instruction; *Islamic-Culture; *Law-Related-Education; *Middle-Eastern-Studies
Identifiers: Islamic-Law; Mokhiber-Russell; Nader-Ralph; Shibley-George; Zoot-Suit

This newsletter issue brings to students' attention some of the topics they could explore in working toward an award that the Arab World and Islamic Resources and School Services (AWAIR) organization presented to students participating in History Day 1991. The special category of the awards is Arab or Islamic history. The topics presented were not intended to be exhaustive of the possibilities, but to suggest areas for further student investigation. Topics discussed include the ancient middle eastern origins of law codes; rights under the Islamic law, the Shari'ah; Arab Americans involved in rights issues; the rights of Palestinians; and international law and the Persian Gulf War. Lists of sources are included for most topics. The section on the ancient origins of law codes discusses the early codes of the Sumerians and Babylonians, including the code of Hammurabi. The section on the Shari'ah lists the 12 departments into which this body of law is divided: (1) rituals and liturgy; (2) personal status; (3) contracts; (4) torts; (5) criminal law; (6) constitutional law; (7) taxation and public finance; (8) administrative law; (9) land law; (10) law of trade and commerce; (11) international law; and (12) ethics and personal conduct. The article explains that the Shari'ah is derived from the Quran, the sunnah or practices of the prophet Mohammad, consensus of opinion, and reasoning by analogy. In the section on Arab Americans, Ralph Nader, the consumer advocate, and attorneys Russell Mokhiber and George Shibley are profiled. (DK)

ED381460
Sisemore, Pamela.
ELEMENTARY TEACHER ATTITUDES AND BELIEFS REGARDING RELIGION AND EDUCATION COMPARED WITH THE AMERICAN POPULATION AS A WHOLE, AND RELATED LEGAL DECISIONS.
Manoa, HI: University of Hawaii, 1994, 78p.; Master's Thesis, University of Hawaii at Manoa.

EDRS Price - MF01/PC04 Plus Postage.
Document Type: DISSERTATIONS /THESES - MASTERS THESES (042)
Geographic Source: U.S.; Hawaii
Descriptors: Attitudes-; Beliefs-; Civil-Liberties; Elementary-Education; Intellectual-Freedom; Law-Related-Education; Parochial-Schools; Public-Schools; Religion-Studies; *Academic-Freedom; *Constitutional-Law; *Elementary-School-Teachers; *State-Church-Separation; *Teacher-Rights
Identifiers: California-; Hawaii-; United-States-Constitution

This paper proposes that U.S. teachers are mostly uninformed and misinformed about the appropriate place of religion on the school campus and in the classroom. Four critical questions are addressed: (1) What does the U.S. Constitution say about education and/or religion? (2) What are the current court decisions regarding specific religious teaching or activities in the school, and how informed are elementary teachers about these decisions? (3) Regarding religion and related curriculum, what do elementary teachers do/teach in the classroom? and (4) Do the basic beliefs and value systems of teachers match those of the general population? A 10-page written survey was distributed at random to approximately 100 public and parochial elementary school teachers in Hawaii and in California. Forty-eight (38 public and 10 parochial) were returned and evaluated. A literature search was used to gain additional data related to the topic. Charts and graphs accompany the text. The survey instrument is appended. (EH)

ED380383

Slaton, Christa Daryl.

COMMUNITY MEDIATION SERVICE: A MODEL FOR TEACHING DEMOCRACY AND CONFLICT RESOLUTION, 32p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 3, 1994).

EDRS Price - MF01/PC02 Plus Postage.

Document Type: SPEECHES /MEETING PAPERS (150)

Geographic Source: U.S.; Alabama

Target Audience: Policymakers; Community

Descriptors: Citizenship-Education; Community-Action; Community-Centers; Higher-Education; Political-Science; *Conflict-Resolution; *Law-Related-Education

Identifiers: Hawaii-; *Mediation-; *University-of-Hawaii

This paper depicts the origins, operation, and success of the Community Mediation Service established at the University of Hawaii, Manoa in 1979. During the 1970s, a national impetus for change arose out of stresses in the justice system including clogged courts, expensive and lengthy litigation, distrust of lawyers, and dissatisfaction of both winners and losers with outcomes. Proponents of community justice in Hawaii studied the three models of alternative dispute resolution: (1) the agency model that operates as part of a government agency; (2) the community model that operates independently of government at the grass-roots level, and (3) the agency-affiliated model that operates outside of a government agency but with government cooperation. After holding community meetings, conferences with experts, undergraduate classroom simulations, and graduate seminars, faculty and students at the University of Hawaii created a fourth model, the university-based community justice center. University faculty and students underwent training in mediation and volunteered their time to administer the program and to serve as mediators. While keeping costs low, the program achieved very high success rates in resolving disputes and satisfying participants. Students and researchers constructively combined theory in practice and gained valuable experience in politics and personal relations. (JD)

ED375016

Social Studies Development Center.

AN EVALUATION OF THE INSTRUCTIONAL EFFECTS OF THE WE THE PEOPLE... THE CITIZEN AND THE CONSTITUTION PROGRAM USING "WITH LIBERTY AND JUSTICE FOR ALL."

Bloomington, IN: Social Studies Development Center, 1993, 25p.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REPORTS - EVALUATIVE (142)

Geographic Source: U.S.; Indiana

Descriptors: Constitutional-History; Constitutional-Law; High-Schools; Justice-; Social-Studies; *Citizenship-Education; *Law-Related-Education

Identifiers: *Bill-of-Rights; *United-States-Constitution; *We-the-People-Curriculum

Reinforcing earlier conclusions of the Educational Testing Service, this evaluation highlights the success of the "We the People" program using the "Justice for All" textbook produced by the Center for Civic Education (CCE), the program involves students in a rigorous study of the Constitution and Bill of Rights and supports their participation in congressional district, state, and national competitions. Intended to supplement government and U.S. history courses, the program strives to develop a better understanding of and a reasoned commitment to democratic principles. At the request of the CCE, the Social Studies Development Center (SSDC) of Indiana University studied whether high school students participating in the "We the People..." program demonstrated more knowledge of the history and principles of the Bill of Rights than students enrolled in high school civics and government classes using traditional textbooks. Through the use of a multiple-choice test on the subject area, the SSDC sampled 10 classes participating in the program and 14 classes not in the program, with the classes in each group distributed across 12 states. Developed by the CCE, the test content was based on recommendations from scholars in political science, U.S. history, and constitutional law. The study revealed that students who participated in the program scored significantly higher on the test than similar students enrolled in government or civics classes using traditional textbooks. (JD)

ED377126
Special Committee on Youth Education for Citizenship.
SCHOOL LAW ISSUE.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 69p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
Update on Law-Related Education 18 spec iss Spring 1994.
ISSN-0147-8648
Available From: American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3314.
EDRS Price - MF01/PC03 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Civil-Law; Civil-Liberties; Civil-Rights; Constitutional-Law; Criminal-Law; Evaluation-; Secondary-Education; Sexual-Harassment; Social-Studies; Student-Rights; Teaching-Methods; *Citizenship-Education; *Law-Related-Education; *School-Law

This law-related education teaching resource calls attention to civil rights in the school. Julius Menacker gives an overview of major national school legislation and the federal courts' roles in the constitutional areas of equal protection, freedom of expression, and due process. Aggie Alvez offers new perspectives on the constitutional, economic, social and political implications of dress codes using several instructional formats including a mock school board hearing. A lesson plan designed by Stephen A. Rose provides tools to help students formulate and apply reasoned views of the Establishment Clause and its Supreme Court applications. Ralph D. Mawksley looks at important legal principles and precedents that have framed sexual harassment law and outlines a school harassment policy that will give students insights into preventive law. A lesson plan follows that presents sexual harassment laws and procedures to follow when harassment occurs, as well as tools to help students deal with this perplexing problem. Other articles explore the fairness of testing practices and the restrictive regulations intended to curb school violence. (JD)

ED379206
Special Committee on Youth Education for Citizenship.
UPDATE ON LAW-RELATED EDUCATION, 1977-1992.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1992.
Update on Law-Related Education; v1-16 1977-1992.

Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks Court, Chicago, IL 60611-3314.
EDRS Price - MF26/PC114 Plus Postage.
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Athletics-; Civil-Rights; Constitutional-History; Constitutional-Law; Correctional-Institutions; Democracy-; Discipline-; Elementary-Secondary-Education; Instructional-Materials; International-Law; Social-Discrimination; Social-Studies; Teaching-Methods; *Citizenship-Education; *Law-Related-Education

This document consists of the first 16 volumes (47 issues) of a serial devoted to law-related education (LRE) that offers background information on a wide range of legal issues as well as teaching strategies for LRE. Issues of the magazine focus on the law as it affects schools and young people, with articles on school discipline, juvenile justice, the legal rights of students, youth at risk, and drugs in the schools. Many themes in constitutional law with special emphasis on the First and Fourth Amendments, the Civil Rights Amendments, the separation of powers, the constitutional framework for declaring war, and the Rehnquist Court are featured. Some issues take a global perspective with articles on law in world cultures and international law. Special areas of the law including intellectual property, family law, privacy rights, and corrections are outlined in other issues. The material covers themes as they relate to the law such as sports, religion, discrimination, justice, ethics, and democracy. Each issue proposes teaching methods that involve class discussions, collaborative learning, mock trials, map exercises, and resource people. Many of the lesson plans include student handouts such as background sheets, cartoons, puzzles, and worksheets. (JD)

ED375014

Sweet, Robert W., Jr.

EDUCATION IN THE LAW: PROMOTING CITIZENSHIP IN THE SCHOOLS. OJJDP UPDATE ON PROGRAMS. JUVENILE JUSTICE BULLETIN.

Washington, DC: Department of Justice. Office of Juvenile Justice and Delinquency Prevention, [1990], 8p.; Reprinted from NIJ Reports No. 218 January/February 1990.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: REFERENCE MATERIALS - GENERAL (130)

Geographic Source: U.S.; District-of-Columbia

Target Audience: Policymakers; Teachers; Practitioners

Descriptors: Civil-Law; Constitutional-Law; Criminal-Law; Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Law-Related-Education

This article describes the law-related education (LRE) programs instituted by the United States Department of Justice Office of Juvenile Justice and Delinquency Prevention (OJJDP). By linking legal and constitutional matters to everyday life, the programs aim to bring alive for elementary through high school students legal statutes that often strike youth as arbitrary and prohibitive. Together with the American Bar Association, the Center for Civic Education, the Constitutional Rights Foundation, the National Institute for Citizen Education, and the Phi Alpha Delta Public Service Center, the OJJDP provides training, curriculum, teaching materials, and local contacts to help schools develop LRE programs. The distinguishing characteristics of LRE are creativity and adaptability. This is illustrated by describing the diversity of programs in place across the United States. The approaches to teaching LRE include mock trials, case studies, and visits by experts in the law. The curriculum of the programs cover constitutional, civil, and criminal law. For teachers and administrators interested in pursuing LRE, the article provides a guide to the organizations willing to provide them with assistance. (JD)

ED378108

Trevaskis, David Keller.

MEDIATION IN THE SCHOOLS. ERIC DIGEST.

Bloomington, IN: Adjunct ERIC Clearinghouse for Law-Related Education; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN, 1994, 4p.

Sponsoring Agency: American Bar Association Chicago, IL. National Law-Related Education Resource Center.; Office of Educational Research and Improvement (ED), Washington, DC.

Available From: ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47408.

EDRS Price - MF01/PC01 Plus Postage.

Document Type: INFORMATION ANALYSES - ERIC IAP'S (071)

Geographic Source: U.S.; Indiana

Descriptors: Decision-Making; Elementary-Secondary-Education; Peer-Counseling; Student-Behavior; Violence-; *Conflict-Resolution; *Interpersonal-Communication; *Problem-Solving; *Resource-Materials; *School-Security

Identifiers: ERIC-Digests; Mediators-; *Peer-Mediation

This digest discusses mediation as a form of conflict management that is receiving widespread attention in schools. Mediation involves a neutral third person, called a mediator, who assists the disputants in resolving their problem with the consent of all parties. It offers a risk-free way to settle disputes for the parties involved. Unresolved and lingering conflict frequently leads to violence, interfering with productivity and the quality of life in schools and the community. Extensive data illustrate that instances of violence, including bias-related violence and disciplinary problems in schools, are severely interfering with the learning environment of students. The rising incidence of violence in the schools has led numerous school districts to implement a wide range of costly safety measures from purchasing metal detectors to hiring fulltime police officers. Because such measures do not attack the causes of violence, there is a growing consensus that the best way to handle violence in the schools and prevent its spread throughout the community is to defuse disputes before they turn violent. The Digest describes the formation of The National Association for Mediation in Education (NAME), provides an address and telephone number for the organization, and discusses how mediation is being used in the schools. The American Bar Association's five-part mediation procedure model is outlined. An 11-item list of references and ERIC resources concludes this digest. (DK)

ED375018

Utah State Office of Education.

CATALOG OF CITIZENSHIP, CONSUMER, LAW-RELATED, VALUES AND CHARACTER EDUCATION CURRICULUM MATERIALS. FIFTH EDITION WITH 1993 SUPPLEMENT.

Salt Lake City, UT: Utah State Office of Education. Statewide Clearinghouse on Law-Related Education, 1993, 167p.

Available From: Utah Statewide Clearinghouse on Law-Related Education, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111.

EDRS Price - MF01/PC07 Plus Postage.

Document Type: REFERENCE MATERIALS - DIRECTORIES / CATALOGS (132)

Geographic Source: U.S.; Utah

Target Audience: Teachers; Administrators; Community; Practitioners

Descriptors: Athletics-; Child-Abuse; Constitutional-Law; Correctional-Rehabilitation; Courts-; Criminal-Law; Drug-Legislation; Elections-; Elementary-Secondary-Education; Equal-Protection; Family-Sociological-Unit; Instructional-Materials; International-Law; Juvenile-Justice; Law-Related-Education; Newspapers-; Police-; Social-Studies; United-States-History; *Citizenship-Education; *Consumer-Education; *Values-Education

Identifiers: Utah-Law-Related-Education-Project

This catalog lists the materials that the Utah Statewide Clearinghouse on Law-Related Education loans to teachers and anybody else interested in law-related education (LRE). The catalog provides a table of contents that guides the reader to materials on all aspects of law from the constitution to legislation against drug use and on all aspects of the justice system from the police to prisons. The materials include curriculum, lesson plans, computer programs, text books, videos, games, kits and other teaching resources. Each entry contains a description of the material, its purpose, and the targeted grade levels. To facilitate borrowing, the catalog explains lending procedures and provides the hours and address of the clearinghouse. (JD)

ED375019

Utah State Office of Education.

PRACTICAL LAW IN UTAH. UTAH SUPPLEMENT TO "STREET LAW." FOURTH EDITION.

Salt Lake City, UT: Utah State Office of Education. Statewide Clearinghouse on Law-Related Education, 1993, 218p.; A product of the Utah Law-Related Education Project and the Utah Bar Committee on Law-Related Education and Law Day.

Sponsoring Agency: Utah State Bar, Salt Lake City.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; Utah

Descriptors: Child-Abuse; Consumer-Protection; Correctional-Rehabilitation; Courts-; Criminal-Law; Drug-Legislation; Family-Sociological-Unit; Instructional-Materials; Juvenile-Justice; Law-Related-Education; Police-; Secondary-Education; Social-Studies; Torts-; *Citizenship-Education

Identifiers: Business-Law; Street-Law; Utah-Law-Related-Education-Project

This textbook for high school students on law in Utah supplements "Street Law: A Course in Practical Law," a program in law-related education in use across the United States. The introduction explains the meaning of law, how laws are made in Utah, and the functions of the state court system. Following chapters elucidate the branches of law, including criminal, juvenile, consumer, family, and housing law. The book also covers torts, rights, and responsibilities. Each chapter focuses on the special features of Utah law, the legal process, and the state agencies that create and enforce the law. In the section on criminal law, the descriptions of crimes provide specific definitions, aggravating circumstances, and punishments. The chapter that covers housing law presents samples of real estate contracts that illustrate the technicalities of the law. At the end of the book is a glossary of the legal terms used in the text. (JD)

ED376099

Vigilante, David.

THE EVOLUTION OF THE BILL OF RIGHTS. A UNIT OF STUDY FOR GRADES 8-12.

Los Angeles, CA: National Center for History in the Schools, 1992, 105p.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, DC.

Available From: National Center for History in the Schools, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108.

EDRS Price - MF01/PC05 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; California

Target Audience: Students; Teachers; Practitioners

Descriptors: Democracy-; Government-Administrative-Body; Government-Role; Grade-8; Grade-9; Grade-10; Grade-11; Grade-12; Political-Issues; Primary-Sources; Secondary-Education; *Constitutional-History; *Constitutional-Law; *History-Instruction; *Secondary-School-Curriculum; *United-States-History

Identifiers: *Bill-of-Rights; *United-States-Constitution

This unit is one of a series that presents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning-point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. By analyzing primary sources, students will learn how to analyze evidence, establish a valid interpretation, and construct a coherent narrative in which all the relevant factors play a part. This unit contains teacher background materials and lesson plans with student resources. It is applicable in U.S. History or American Government classes where students study political ideologies during the Revolutionary and early Federal periods. The unit presents five lessons on the Bill of Rights: (1) the Virginia and Pennsylvania Declarations of Rights; (2) the debate at the Constitutional Convention; (3) simulated ratification debate; (4) the House debate; and (5) culminating activity—cases involving the application of principles included in the Bill of Rights. The unit also includes an extension lesson that may be used to further explore the development of state declarations of rights. Objectives of the unit include: (1) understanding the evolution of the Bill of Rights; (2) clarifying ideological differences over the inclusion of a Bill of Rights in the federal Constitution; and (3) appraising the impact of a Bill of Rights on the development of American democracy. (DK)

ED375048

Vontz, Thomas S.

TEACHING AND LEARNING ABOUT THE UNITED STATES CONSTITUTION IN AMERICAN SECONDARY SCHOOLS.

Lincoln, NE: University of Nebraska, 1993, 188p.; Master's Thesis, University of Nebraska.

EDRS Price - MF01/PC08 Plus Postage.

Document Type: DISSERTATIONS /THESES - MASTERS THESES (042)

Geographic Source: U.S.; Nebraska

Descriptors: Citizenship-Education; Constitutional-Law; Instructional-Materials; Law-Related-Education; Secondary-Education; Social-Studies; Teaching-Methods; United-States-History; *Constitutional-History; *History-Instruction; *Secondary-School-Curriculum

Identifiers: Supreme-Court; *United-States-Constitution; *Westside-Community-Schools-v-Mergens

This master's thesis synthesizes literature on the teaching of the United States Constitution, analyzes the Supreme Court case of Westside Community Schools v. Mergens, 1990, and provides lesson plans for teaching the constitutional significance of this case. The thesis argues that because of the poor quality of textbooks and the inadequate training of teachers, the U.S. educational system is failing to inculcate basic constitutional principles in secondary school students. Greater use of technology, community resource persons, primary documents, case studies, cooperative learning, concept maps, and global perspectives are advocated. For a case study that will excite student interest, the Mergens case, which involves a recent piece of federal legislation, the Equal Access Act of 1984, that pertains directly to secondary school students is suggested. In the case, the Supreme Court upheld the right of students at Westside High School in Omaha, Nebraska to meet for Bible discussion during noninstructional time. It is essential for the successful introduction of case studies that teachers are provided with the historical and constitutional background of the case. (JD)

ED374064

Wagner, Kenneth A. and others.

BECOMING INFORMED CITIZENS: LESSONS ON THE BILL OF RIGHTS AND LIMITED GOVERNMENT.

Los Angeles, CA: California State Univ., 1993, 248p.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, DC.

Available From: Regina Books, P.O. Box 280, Claremont, CA 91711.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; California

Target Audience: Students; Teachers; Practitioners

Descriptors: Citizenship-Education; Civics-; Civil-Liberties; Due-Process; Equal-Protection; Resource-Materials; Resources-; Resource-Units; Secondary-Education; Social-Studies; United-States-History; *Constitutional-History; *Constitutional-Law; *Law-Related-Education

Identifiers: California-State-University-Los-Angeles; *Bill-of-Rights

Presenting U.S. history teachers with a set of 26 lessons, this book is designed to help educators teach about the Bill of Rights and to assist students in understanding important events and concepts related to the Bill of Rights. The book begins with the fundamental concepts of government, law, and historical roots of the Bill of Rights and concludes with the rights of persons accused of crime and discussion of liberties such as privacy. Lesson plans are provided and include necessary preparations, sequence of instruction, closing the lesson, key words, and vocabulary teaching suggestions. Throughout the volume, lessons, exercises, and activities are designed to assist students in mastering facts and concepts. (RJC)

ED376106

Woodard, JoAnn A.

THE CODE OF HAMMURABI: LAW OF MESOPOTAMIA. A UNIT OF STUDY FOR GRADES 9-12.

Los Angeles, CA: National Center for History in the Schools, 1991, 71p.

Sponsoring Agency: National Endowment for the Humanities (NFAH), Washington, DC.

Available From: National Center for History in the Schools, 10880 Wilshire Blvd., Suite 761, Los Angeles, CA 90024-4108.

EDRS Price - MF01/PC03 Plus Postage.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

Descriptors: Foreign-Countries; Grade-9; Grade-10; Grade-11; Grade-12; High-Schools; World-History; *Ancient-History; *History-Instruction; *Law-Related-Education; *Laws-

Identifiers: Babylonia-Babylon; *Code-of-Hammurabi; *Mesopotamia

This unit is one of a series that represents specific moments in history from which students focus on the meanings of landmark events. By studying a crucial turning point in history, students become aware that choices had to be made by real human beings, that those decisions were the result of specific factors, and that they set in motion a series of historical consequences. The purpose of this unit is to study the origin, significance, and administration of law within the Babylonian Empire. The social, economic, moral, and political complexity of the state in the 18th century B.C. required a written code as a norm by which justice could be obtained. The Code of Hammurabi, a compilation of customs, earlier codes, and court decisions, provided for social order. It was based on the ancient concept that law was both human and divine and given to the ruler by the gods so that he could govern his people ethically. The documents selected for this unit reflect man's early progress toward justice under the law. The unit aims toward five objectives: (1) to identify the need for a written code of law; (2) to identify the various people involved in and the steps taken in the process of law; (3) to recognize that laws are enacted to protect the citizens; (4) to understand that law codes vary in degree of strictness; and (5) to appreciate the necessity of government to provide justice and order in a civilized society. The unit contains teacher background materials, student resources, and three lesson plans. Contains 10 references. (Author/DK)

ED375046
Wolowiec, Jack, ed.
EVERYBODY WINS: MEDIATION IN THE SCHOOLS. BAR/SCHOOL PARTNERSHIP PROGRAMS.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 17p.

Sponsoring Agency: Department of Education, Washington, DC. Office of Law-Related Education.
Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks, Chicago, IL 60611-3314.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: COLLECTED WORKS - GENERAL (020)
Geographic Source: U.S.; Illinois
Descriptors: Discipline-; Intermediate-Grades; Junior-High-Schools; Juvenile-Justice; Middle-Schools; Social-Studies; Teaching-Methods; *Citizenship-Education; *Law-Related-Education
Identifiers: *Mediation

This collection of four short articles describes initiatives of the American Bar Association that bring the skills of mediation to the classroom. Suzanne Miller discusses a program that trains students to become mediators equipped to resolve disputes in their school peacefully. The program turns problem students into positive role models, teaches problem-solving and decision-making, and promotes leadership abilities. After a discussion of the history of conflict resolution in the United States, Miller describes the factors that have contributed to the success of a training program at Gifford Elementary School in Racine, Wisconsin. Reporting on the success of pilot programs in Cleveland, Ohio, Elisabeth T. Dreyfuss explains the costs and procedures for introducing the mediation process in schools and the benefits it contributes, particularly the reduction in disruptive behavior and the improvement in the learning environment. In an article on peer mediation in Rich Township High Schools, Cook County, Illinois, Anthony Moriarty and Shirley P. McDonald argue that mediation programs provide an ideal opportunity for students to participate democratically in solving disciplinary problems. Melinda Smith assesses efforts to introduce mediation into juvenile justice settings, with special attention to the New Mexico Center for Dispute Resolution, and concludes that these initiatives hold great promise for improving juvenile justice in the United States. (JD)

ED375013
Wolowiec, Jack, ed.
JUSTICE FOR ALL, ALL FOR JUSTICE.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1993, 17p. Regular issues of this journal are covered in "Current Index To Journals in Education" (CIJE).

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
Update on Law-Related Education, Student Edition 1993.
Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks, Chicago, IL 60611-3314.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: COLLECTED WORKS - SERIALS (022)
Geographic Source: U.S.; Illinois
Target Audience: Students
Descriptors: Citizenship-Education; Criminal-Law; Due-Process; High-Schools; Racial-Integration; Social-Studies; *Justice-; *Law-Related-Education
Identifiers: Bill-of-Rights; United-States-Constitution

This document presents three articles on law-related education (LRE) written either by or for students. Brent Halling, a senior at Castle High School in Newburgh, Indiana, opens the collection with an article on how due process protects rights. Halling explains the concept of due process and illustrates its reach through the case of Kenneth Donaldson, whom the Supreme Court freed in 1975 from a coerced confinement in a Florida mental hospital. Rima Vesely, a senior at Lane Technical High School in Chicago, calls on students to debate questions raised by four school-related Bill of Rights cases. The cases include a First Amendment debate over the restrictions on gang-related clothing, a Fourth Amendment case involving a search of students' book bags, a Fourteenth Amendment conflict over the right of an HIV sufferer to participate in sport activities, and a civil rights case over equal access for girls and boys to a school's athletic facilities. In a concluding article, Ernest Greene, one of the first students to integrate Central High School in Little Rock, Arkansas, offers a personal account of his frightening experience of breaking through the racial barriers of southern society. While applauding the Supreme Court decision in Brown v. Board of Education and the Fourteenth Amendment upon which it was based, Green makes it clear that the realization of constitutional rights depends foremost on the courage of citizens. In addition to these articles, the update contains the interactive worksheets related to LRE: "Fill in the Blanks: Create Your Own Great Quotes about Justice"; "Street Scene"; and "Word Search." (JD)

BEST COPY AVAILABLE

ED375045
Wolowiec, Jack, ed.
TEACHING FOR TOMORROW: INTEGRATING LRE AND THE SOCIAL STUDIES. BAR/SCHOOL PARTNERSHIP PROGRAMS.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 21p.

Sponsoring Agency: Department of Education, Washington, DC. Office of Law-Related Education.
Available From: American Bar Association, Special Committee on Youth Education for Citizenship, 541 North Fairbanks, Chicago, IL 60611-3314.
EDRS Price - MF01/PC01 Plus Postage.
Document Type: COLLECTED WORKS - GENERAL (020)
Geographic Source: U.S.; Illinois
Target Audience: Teachers; Practitioners
Descriptors: Cooperative-Learning; Economics-Education; Global-Approach; History-Instruction; Secondary Education; Teaching-Methods; *Citizenship-Education; *Law-Related-Education; *Partnerships-in-Education; *Social-Studies

This collection of four short articles presents teaching strategies to enrich the social studies curriculum and promote students' sense of citizenship. Diana Hess outlines how cooperative learning stimulates the skills necessary for effective participation in a democratic society. By taking an active role in their own education and respecting the contributions of others, students begin to learn how to work together for the common good. The second article, by Charlotte Anderson, reflects on the need to rethink the context of citizenship in the global context. Anderson shows how, through global education, students learn that institutions such as the law can be used to help people cope with the immense social and environmental problems of the current age. Ronald Banaszak explains how studying the decision-making processes in economics can help students understand the analytical thinking required of responsible citizens. In the concluding article, David Naylor discusses the importance of teaching students about the heritage of liberty, equality, and justice and how these values are protected by the rule of law. Naylor suggests ways to convince students that history and the law are not abstract concepts, but how "real people face real situations." The articles illustrate how each of these areas of the social studies curriculum - global education, economics, and history - are intertwined with legal issues. (JD)

ED377123
Wright, Norma D.
FROM RISK TO RESILIENCE: THE ROLE OF LAW-RELATED EDUCATION. TECHNICAL ASSISTANCE BULLETIN NO. 13.
Chicago, IL: American Bar Association. Special Committee on Youth Education for Citizenship, 1994, 5p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
ISBN-1-57073-022-9
Available From: American Bar Association, 541 North Fairbanks Court, Chicago, IL 60611-3314 ($1.50).
EDRS Price - MF01/PC01 Plus Postage.
Document Type: REPORTS - DESCRIPTIVE (141)
Geographic Source: U.S.; Illinois
Target Audience: Policymakers; Administrators; Teachers; Practitioners
Descriptors: Elementary-Secondary-Education; Social-Studies; *Citizenship-Education; *Delinquency-Prevention; *Law-Related-Education

Proclaiming that delinquency and violence among youth are neither uncontrollable nor inevitable, this technical bulletin argues that law-related education (LRE) can help young people overcome adverse environmental conditions by teaching the principles and skills needed to become responsible participants and active citizens. Although LRE cannot eliminate risk factors such as family conflict, community disorganization, and economic deprivation, LRE programs may foster student resilience and ability to cope with a harmful environment. Because of the involvement of community resource persons, LRE programs promote bonding with responsible role models, an important protective factor. LRE programs also promote interactive, cooperative learning and problem solving, methods that contribute to social competence and problem-solving skills. Practice in mock-trials, legislative hearings, and other role play strategies strengthens the ability to think abstractly, reflectively, and flexibly, which increases the likelihood that at-risk youth will think before acting. Practice in handling controversial issues with respect for different viewpoints also reinforces feelings of empathy and caring. (JD)

ED374066

Wyoming Law-Related Education Advisory Council.

LAW IN WYOMING.

Cheyenne, WY: Wyoming Law-Related Education Advisory Council, 1993, 112p.

Available From: Wyoming Law-Related Education Advisory Council, 717 Frontier Park Avenue, Cheyenne, WY 82001.

EDRS Price - MF01/PC05 Plus Postage.

Document Type: GUIDES - CLASSROOM - LEARNER (051)

Geographic Source: U.S.; Wyoming

Target Audience: Students; Teachers; Community; Practitioners

Descriptors: Citizenship-Education; Civics-; Civil-Law; Constitutional-Law; Criminal-Law; Due-Process; Higher-Education; Juvenile-Justice; Secondary-Education; Social-Studies; Tribes-; *Law-Related-Education; *State-Legislation; *Tribal-Sovereignty

Identifiers: *Wyoming

This document is intended to give students an overview of laws in Wyoming. Subjects covered include civil and criminal law; courts in Wyoming; juvenile law; juvenile court procedure; rights of children; family law; employment law; automobile-related law; laws affecting the schools; and citizenship rights and responsibilities. The laws and courts of Indian tribes within the state of Wyoming also are represented. A glossary of legal terms concludes the document. (RJC)

ED3771376

Zimmer, Judith A.

WE CAN WORK IT OUT! PROBLEM SOLVING THROUGH MEDIATION.

Washington, DC: National Inst. For Citizen Education in the Law, 1993, 132p.

Sponsoring Agency: Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.

Available From: Social Studies School Service, 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 90232-0802.

Document Not Available from EDRS.

Document Type: GUIDES - CLASSROOM - TEACHER (052)

Geographic Source: U.S.; California

Target Audience: Teachers; Practitioners

Descriptors: Citizenship-Education; Elementary-Secondary-Education; Instructional-Materials; Social-Studies; Teaching-Methods; *Law-Related-Education

Identifiers: *Mediation-; *Teens-Crime-and-the-Community-Program

This manual for elementary and secondary teachers is intended to facilitate the teaching of conflict resolution through the national Teens, Crime, and the Community Program (TCC), a joint effort of the National Institute for Citizen Education in the Law and the National Crime Prevention Council. As part of TCC, students are shown how to organize their own crime prevention projects, especially through conflict management. The manual explains the objectives of mock mediation and provides instructions for their implementation, including time factors, student involvement, preparation of materials, mediation assistance, evaluation, classroom arrangement and the selection and instruction of mediators. A series of eight lesson plans explain the differences between mediation and litigation; the means to achieve active listening; the ways to create options for resolving conflict; the process of mediation; the analysis of conflict; the preparation of disputants and mediator; the mock mediation; and the debriefing that should follow a mock mediation. Sixteen scenarios provide conflicts for participants to mediate in order to practice their newly learned skills. Each scenario contains a list of roles, a statement of the scenario, and a separate description of the dispute from the perspective of each of the disputants. (JD)

Part II

Current Index to Journals in Education (CIJE)

ANNOTATED BIBLIOGRAPHY ON LAW-RELATED EDUCATION

The *Current Index to Journals in Education (CIJE)* is the facet of the ERIC database that reports on periodical literature published in approximately 830 major educational and education-related journals. Each entry provides the author, title, and journal in which the article is published, as well as the volume, year, and pages. A list of key words fosters easy reference and computer searches. The annotation offers a brief summary of the thesis, purpose, and contents of the article.

Copies of journal articles can be found in library periodical collections, through Interlibrary Loan, or from article reprint services. The reprint services include the University Microfilms International (UMI) and the Institute for Scientific Information (ISI). To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education,* a monthly index publication available in many library reference departments. Figure 2 in Appendix 3 is a guide to reading ERIC journal article resumes.

UMI InfoStore
500 Sansome Street
Suite 400
San Francisco, CA 94111-3219
Toll Free: 800/248-0360
FAX: 415/433-0100
E-mail: orders@inforstore.com

Institute for Scientific Information
Genuine Article Service
3501 Market Street
Philadelphia, PA 19104
Toll Free: 800/523-1850
Telephone: 215/386-0100
FAX: 215/386-6362
E-mail: tga@isinet.com

Journal article annotations in Part II were put into the ERIC database between October 1, 1994 and September 30, 1995.

EJ490082
Alvez, Aggie.
WILL DRESS CODES SAVE THE SCHOOLS? TEACHING STRATEGY.
Update on Law-Related Education 18 (Spring 1994): 9-13.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Board-of-Education-Policy; Civil-Rights; Class-Activities; Role-Playing; Secondary-Education; Student-Behavior; Student-School-Relationship; *Dress-Codes; *Educational-Strategies; *Law-Related-Education; *Student-Rights; *Teaching-Methods
Identifiers: *Gangs-; *Tinker-v-Des-Moines-Independent-School-District

Discusses issues related to dress codes, student behavior, and youth gangs. Presents a role-playing activity based on a proposed dress code aimed at gang-related clothing in a secondary school. Includes two student handouts and step-by-step instructional procedures. (CFR)

EJ500252
Bloom, Jennifer.
THE STRUGGLE WITH HATE SPEECH. TEACHING STRATEGY.
Update on Law-Related Education 19 (Winter 1995): 33-37.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Citizenship-Education; Civil-Rights; Ethnic-Groups; Law-Related-Education; Public-Speaking; Secondary-Education; Social-Bias; Social-Studies; United-States-History; *Cultural-Differences; *Cultural-Pluralism; *Learning-Activities; *Minority-Groups; *Social-Discrimination; *Speech
Identifiers: First-Amendment; Hate-Crime; *Hate-Speech

Discusses the issue of hate-motivated violence and special laws aimed at deterrence. Presents a secondary school lesson to help students define hate speech and understand constitutional issues related to the topic. Includes three student handouts, student learning objectives, instructional procedures, and a discussion guide. (CFR)

EJ487163
Calpin, Joseph.
REMANDING TO ADULT COURT: YOU MAKE THE CALL. TEACHING STRATEGY.
Update on Law-Related Education 18 (Winter 1994): 40-45.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Civil-Liberties; Role-Playing; Secondary-Education; Sentencing-; Social-Studies; Teaching-Methods; Thinking-Skills; Writing-Assignments; *Childrens-Rights; *Delinquency-Prevention; *Educational-Strategies; *Juvenile-Courts; *Juvenile-Justice; *Law-Related-Education

Presents a secondary lesson in which students participate in a role-playing exercise to determine whether or not a juvenile should be remanded to an adult court. Includes learning objectives and step-by-step implementation procedures. Also includes four student handouts representing legal issues, briefing sheets, and a mock police report. (CFR)

EJ500248
Cover, Marilyn R.
FOCUS ON TOLERANCE. TEACHING STRATEGY.
Update on Law-Related Education 19 (Winter 1995): 16-17.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Democratic-Values; Homosexuality-; Minority-Groups; Secondary-Education; Sex-Differences; Social-Attitudes; Social-Bias; Social-Change; Social-Studies; Teaching-Methods; *Equal-Protection; *Law-Related-Education; *Learning-Activities; *Sex-Bias; *Social-Values; *State-Legislation
Identifiers: *Oregon

Asserts that tolerance is a fundamental part of democracy. Presents a lesson plan to help students understand tolerance as it applies to homosexuality. Includes student objectives, step-by-step instructional procedures, and a student handout featuring Oregon's proposed minority status and Child Protection Act. (CFR)

EJ495581
Daly, Joseph L.
YOU BE THE JUDGE. TEACHING STRATEGY.
Update on Law-Related Education 18 (Fall 1994): 44-46.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Power-Structure; Role-Playing; Secondary-Education; Social-Studies; Teaching-Methods; Western-Civilization; *Justice-; *Law-Related-Education; *Laws-; *Learning-Activities; *Philosophy-; *Social-Structure
Identifiers: *Critical-Legal-Studies

Maintains that, because definitions of justice are elusive, students should study the differences between the traditional Western concept of justice and the more recent Critical Legal Studies view. Presents a secondary-level lesson comparing these two conceptualizations of justice. (CFR)

EJ500247
Dubofsky, Jean.
EQUAL PROTECTION AND SEXUAL ORIENTATION.
Update on Law-Related Education 19 (Winter 1995): 13-15.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Elementary-Secondary-Education; Equal-Opportunities-Jobs; Homosexuality-; Lesbianism-; Sex-Role; Sex-Stereotypes; Social-Behavior; Social-Studies; *Equal-Protection; *Law-Related-Education; *Sex-Bias; *Sex-Differences; *Social-Change; *State-Legislation
Identifiers: *Colorado

Discusses the origins, progress, and eventual enjoinment of the proposed Colorado Amendment 2, which would have repealed local equal protection for homosexuals. Provides excerpts from three Colorado Supreme Court decisions related to the proposed amendment. Includes a time line for the issue, ranging from 1977-92. (CFR)

EJ480260
Focseneanu, Veronica.
WALLS, SOVEREIGNTY, AND NATURE: ECOLOGICAL SECURITY IN AN INTERDEPENDENT WORLD. TEACHING STRATEGY.
Update on Law-Related Education 17 (Fall 1993): 81-84.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Cooperative-Learning; Elementary-Secondary-Education; Environmental-Influences; Foreign-Countries; Geography-; History-; Interdisciplinary-Approach; International-Law; International-Studies; Social-Studies; Teaching-Methods; *Educational-Strategies; *Environmental-Education; *Global-Approach; *Law-Related-Education; *Pollution-
Identifiers: *China-Beijing

Presents two classroom lessons about global political interdependence and the relationship between humans and the natural environment. Uses the Great Wall of China as a metaphor for discussing the irrelevance of national sovereignty and the emergence of an interdependent world. (CFR)

EJ500251
Gelfland, Mary.
AFFIRMATIVE ACTION EMPLOYMENT PROGRAMS. TEACHING STRATEGY.
Update on Law-Related Education 19 (Winter 1995): 28-29.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Students; Teachers; Practitioners
Descriptors: Cultural-Differences; Equal-Opportunities-Jobs; Ethnic-Groups; Law-Related-Education; Secondary-Education; Simulation-; Social-Studies; Teaching-Methods; *Affirmative-Action; *Cultural-Pluralism; *Equal-Protection; *Learning-Activities; *Minority-Groups; *Social-Discrimination

Presents a secondary school simulation activity to help students understand major concepts underlying affirmative action programs. Includes student objectives and step-by-step instructional procedures. Provides a student handout and supplemental data table. (CFR)

EJ495583
Gold, Julia Ann.
JUSTICE FOR ALL? TEACHING STRATEGY.
Update on Law-Related Education 18 (Fall 1994): 52-54.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Civil-Law; Courts-; Decision-Making; Due-Process; Economically-Disadvantaged; Legal-Problems; Secondary-Education; Social-Studies; Teaching-Methods; Thinking-Skills; Writing-Assignments; *Equal-Protection; *Justice-; *Law-Related-Education; *Lawyers-; *Learning-Activities; *Legal-Aid

Maintains that, although courts have ruled that poor people accused of crimes must be provided legal services, most court cases involve civil law. Presents a secondary school lesson in which students review 11 mock civil court cases and decide whether or not free legal counsel should be provided. (CFR)

EJ495584
Guendelsberger, John W.
RIGHT TO COUNSEL: A LOOK AT WHEN THE STATE MUST PROVIDE LEGAL SERVICES TO THE POOR.
Update on Law-Related Education 18 (Fall 1994): 55-58.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Law; Criminal-Law; Elementary-Secondary-Education; Justice-; Law-Related-Education; Social-Studies; Teaching-Methods; *Constitutional-Law; *Court-Judges; *Economically-Disadvantaged; *Lawyers-; *Learning-Activities; *Legal-Aid
Identifiers: Bill-of-Rights; Supreme-Court; *United-States-Constitution

Identifies and discusses sections of the U.S. Constitution that support the provision of legal aid to poor people. Reviews Supreme Court cases that deal with this topic. Includes five suggested learning activities and a vocabulary list. (CFR)

EJ500246
Harjo, Lisa D.
PROTECTING NATIVE AMERICAN RELIGIOUS FREEDOM. TEACHING STRATEGY.
Update on Law-Related Education 19 (Winter 1995): 9-12.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: American-Indian-History; Cultural-Differences; Cultural-Interrelationships; Cultural-Pluralism; Ethnic-Groups; Higher-Education; Law-Related-Education; Religious-Cultural-Groups; Religious-Differences; Secondary-Education; Social-Studies; United-States-History; *American-Indian-Culture; *American-Indians; *Federal-Indian-Relationship; *Learning-Activities; *Religion-; *Teaching-Methods
Identifiers: *American-Indian-Freedom-of-Religion-Act

Presents a secondary school lesson plan to help students recognize the status of Native American religious rights in the United States. Includes a list of presentation topics for student research. Provides learning objectives, step-by-step teaching procedures, and three student handout masters. (CFR)

EJ487157
Jackson, Joseph.
WHAT ARE THE GOALS OF CORRECTIVE JUSTICE? TEACHING STRATEGY.
Update on Law-Related Education 18 (Winter 1994): 21-24.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Correctional-Institutions; Crime-Prevention; Criminals-; Secondary-Education; Sentencing-; Social-Studies; Social-Theories; Teaching-Methods; Thinking-Skills; *Class-Activities; *Correctional-Rehabilitation; *Educational-Strategies; *Justice-; *Law-Related-Education; *Student-Attitudes
Identifiers: *Center-for-Civic-Education

Presents a secondary lesson in which students examine the goals of corrective justice and the differences between wrongs and injuries. Includes two critical thinking exercises based on case studies, a cartoon designed to stimulate student thinking, and a student worksheet. (CFR)

EJ504138
Kopecky, Frank.
CRIME AND COMMUNITY SCHOOLS PROGRAM. STUDENT FORUM.
Update on Law-Related Education 19 (Spring 1995): 44-48.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Active-Learning; Class-Activities; Community-Surveys; Crime-Prevention; Experiential-Learning; Learning-Strategies; Role-Playing; Secondary-Education; Student-Behavior; Teaching-Methods; *Antisocial-Behavior; *Crime-; *Law-Related-Education; *School-Community-Programs; *School-Community-Relationship
Identifiers: *American-Bar-Association

Presents information and materials for conducting a student forum on crime and community schools. Provides instructions for students and teachers. Includes student roles and a community questionnaire designed to be completed and sent to the American Bar Association. (CFR)

EJ495579
Lindenauer, Susan B.
EQUAL JUSTICE: THE HISTORY OF THE NEW YORK LEGAL AID SOCIETY.
Update on Law-Related Education 18 (Fall 1994): 1-8.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Law; Courts-; Criminal-Law; Due-Process; Equal-Protection; Lawyers-; Learning-Activities; Legal-Problems; Low-Income-Groups; Poverty-; Role-Playing; Secondary-Education; Social-Problems; Social-Studies; *Economically-Disadvantaged; *Educational-Resources; *Law-Related-Education; *Legal-Aid; *United-States-History
Identifiers: *Legal-Aid-Society-of-New-York-City; *New-York-New-York-Metropolitan-Area

Presents the history and activities of the Legal Aid Society of New York City, the largest and oldest provider of legal assistance for poor people in the United States. Presents a timeline of the society and suggested instructional activities. Provides an annotated list of six resource organizations. (CFR)

EJ495585
Makler, Andra.
SOCIAL STUDIES TEACHERS' CONCEPTIONS OF JUSTICE.
Theory and Research in Social Education 22 (Summer 1994): 249-80.

Document Type: REPORTS - RESEARCH (143)
Target Audience: Researchers; Teachers; Practitioners
Descriptors: Curriculum-Development; Higher-Education; Law-Related-Education; Political-Science; Secondary-Education; Sex-Differences; Social-Studies; Teacher-Characteristics; Teacher-Qualifications; *Justice-; *Political-Attitudes; *Teacher-Attitudes; *Teacher-Background; *Teaching-Methods
Identifiers: *Oregon-Portland

Reports on a study of 18 social studies teachers' concepts of justice. Finds that three dominant themes emerged: (1) justice as right and wrong; (2) justice as fairness; and (3) justice as an ideal or standard. Concludes that responses suggest that social studies teachers' education in political theory may be insufficient. (CFR)

EJ487156
Makler, Andra.
THROUGH TEACHERS' EYES: TEACHING ABOUT JUSTICE AND INJUSTICE.
Update on Law-Related Education 18 (Winter 1994): 15-20, 49.

Document Type: REPORTS - RESEARCH (143)
Target Audience: Teachers; Practitioners
Descriptors: Blacks-; Cultural-Pluralism; Global-Approach; Interdisciplinary-Approach; Secondary-Education; Social-Studies; Social-Theories; Student-Attitudes; Teacher-Behavior; Teaching-Methods; United-States-History; World-History; *Curriculum-Design; *Educational-Strategies; *Ethics-; *Justice-; *Law-Related-Education; *Teacher-Attitudes
Identifiers: *Oregon

Reports on interviews with 18 Oregon social studies teachers about what justice is and how they teach it. Provides 13 recommendations on where to include justice in the curriculum. Concludes that adolescents should be taught about the difficulties of setting standards for social justice and to value the struggle to do so. (CFR)

EJ490081
Menacker, Julius.
CIVIL RIGHTS IN THE SCHOOL SETTING.
Update on Law-Related Education 18 (Spring 1994): 4-8.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Civil-Law; Courts-; Elementary-Secondary-Education; Equal-Education; Equal-Facilities; Politics-of-Education; Student-Rights; Teacher-Rights; *Civil-Rights; *Civil-Rights-Legislation; *Court-Role; *Government-School-Relationship; *Law-Related-Education

Asserts that, until the middle of this century, there were relatively few laws affecting educator or student rights and responsibilities. Provides an overview of the origins and expansion of federal legislation related to school law since the 1950s. (CFR)

EJ500256
Mertz, Gayle.
AMENDMENT 28: PROTECTING DIVERSITY. STUDENT FORUM.
Update on Law-Related Education 19 (Winter 1995): 43-46.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Cultural-Differences; Elementary-Secondary-Education; Ethnic-Groups; Role-Playing; Social-Studies; Teaching-Methods; *Active-Learning; *Cultural-Pluralism; *Law-Related-Education; *Learning-Activities; *Student-Participation
Identifiers: *American-Bar-Association; *United-States-Constitution

Outlines instructions for conducting a student-organized open discussion of a proposed 28th Amendment to the U.S. Constitution. Provides student instructions and eight character role descriptions. Includes a ballot on the issue designed to be sent to the American Bar Association. (CFR)

EJ500254
Mertz, Gayle.
CUMULATIVE VOTING: A CONTROVERSY. TEACHING STRATEGY.
Update on Law-Related Education 19 (Winter 1995): 39-40.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Students; Teachers; Practitioners
Descriptors: Citizen-Role; Cultural-Pluralism; Minority-Groups; Political-Candidates; Secondary-Education; Social-Studies; Democratic-Values; *Elections-; *Law-Related-Education; *Learning-Activities; *Teaching-Methods; *Voting
Identifiers: *Cumulative-Voting

Presents a secondary school lesson on cumulative voting in political elections. Encourages students to recognize the controversial nature of linking cultural diversity and voting rights. Includes learning objectives, step-by-step instructional procedures, and a student handout. (CFR)

EJ495538
Meyer, Howard N.
A GLOBAL LOOK AT LAW AND ORDER: THE "WORLD COURT" AT THE UN'S FIFTIETH.
Social Education 58 (November-December 1994): 417-19.

Available From: UMI
Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Conflict-Resolution; Elementary-Secondary-Education; Foreign-Countries; Foreign-Policy; International-Cooperation; International-Crimes; International-Relations; Law-Related-Education; Peace-; United-States-History; War-; World-War-II; *Futures-of-Society; *International-Law; *International-Organizations; *World-Affairs; *World-History
Identifiers: Cold-War; International-Court-of-Justice; Netherlands-Hague; New-York-New-York; *United-Nations; *World-Court

Maintains that, although the United Nations and its New York headquarters is well-known, the location and activities of the World Court in the Hague, Netherlands, are seldom mentioned in the news. Discusses the origins, structure, and composition of the International Court of Justice, better known as the World Court. (CFR)

EJ487155
Miller, Barbara, and Lynn Parisi.
WHEN VALUES CONFLICT: THE COURT, THE LAW, AND INDIVIDUAL FREEDOM. TEACHING STRATEGY.
Update on Law-Related Education 18 (Winter 1994): 10-14.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Class-Activities; Cross-Cultural-Studies; Cultural-Context; Elementary-Secondary-Education; Justice-; Laws-; Philosophy-; Student-Attitudes; Teaching-Methods; *American-Indian-Culture; *Cultural-Differences; *Cultural-Pluralism; *Educational-Strategies; *Law-Related-Education; *Social-Values
Identifiers: Samoa-; *Universal-Declaration-of-Human-Rights

Presents a lesson designed to analyze cultural practices from the perspective of U.S. laws. Proposes a legal philosophy continuum ranging from universalist to relativist positions. Provides student handouts that present legal case studies involving cultural contexts. (CFR)

EJ500245
Monette, Richard A.
E PLURIBUS UNUM: DIVERSE IDEAS FROM A NATIVE AMERICAN PERSPECTIVE.
Update on Law-Related Education 19 (Winter 1995): 7-8.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: American-Indian-History; Cultural-Interrelationships; Elementary-Secondary-Education; Ethnic-Groups; Higher-Education; Law-Related-Education; Social-Studies; *American-Indian-Culture; *American-Indians; *Cultural-Differences; *Cultural-Pluralism; *Federal-Indian-Relationship; *United-States-History
Identifiers: Indian-Civil-Rights-Act-1968; *Indian-Child-Welfare-Act-1978

Contends that efforts to promote cultural diversity in higher education have brought students and teachers of diverse cultures into K-12 schools. Maintains that Native Americans seek tolerance and understanding of their cultural values. Discusses federal legislation related to Native Americans. (CFR)

EJ500257
Nessel, Paula.
INSTRUCTIONAL RESOURCES.
Update on Law-Related Education 19 (Winter 1995): 47-49.

Document Type: REFERENCE MATERIALS - BIBLIOGRAPHIES (131)
Target Audience: Teachers; Practitioners
Descriptors: Books-; Civil-Rights; Computer-Software; Elementary-Secondary-Education; Multicultural-Education; Periodicals-; Social-Studies; Videotape-Recordings; *Cultural-Differences; *Cultural-Pluralism; *Equal-Protection; *Instructional-Materials; *Law-Related-Education; *Reading-Materials;
Identifiers: *United-States-Constitution

Provides a 32-item annotated bibliography of recommended instructional materials on cultural pluralism, equal protection, and constitutional rights. Includes materials for both students and teachers. Categorizes the 32 items as books, periodicals, computer software, videotapes, and other materials. (CFR)

EJ495577
Norris, Judy.
THE AMERICAN BILL OF RIGHTS. STUDENT HANDOUT.
Update on Law-Related Education 18 (Fall 1994): 24-25.

Document Type: GUIDES - CLASSROOM - LEARNER (051)
Target Audience: Students; Teachers; Practitioners
Descriptors: Democracy-; Democratic-Values; Due-Process; Elementary-Secondary-Education; Social-Studies; United-States-History; *Civil-Liberties; *Civil-Rights; *Constitutional-Law; *Criminal-Law; *Law-Related-Education
Identifiers: Miranda-Warning; *Bill-of-Rights; *United-States-Constitution

Presents the Bill of Rights of the United States Constitution. Provides teaching suggestions, a review quiz, and includes the five points of the Miranda Warning. (CFR)

EJ495576
Norris, Judy.
HISTORY OF INDIGENT DEFENSE IN THE UNITED STATES.
Update on Law-Related Education 18 (Fall 1994): 16-23.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Law; Civil-Liberties; Civil-Rights; Compliance-Legal; Court-Role; Discriminatory-Legislation; Elementary-Secondary-Education; Justice-; Lawyers-; Legal-Problems; Municipalities-; Poverty-; Social-History; Social-Studies; *Courts-; *Economically-Disadvantaged; *Equal-Protection; *Law-Related-Education; *Legal-Aid; *United-States-History
Identifiers: United-States-Constitution; *Gideon-v-Wainwright

Maintains that providing justice to people accused of a crime has evolved slowly over the centuries. Discusses the history of indigent defense in the United States. Includes vocabulary terms, a timeline, a list of "Heroes of Indigent Defense," reviews of significant court cases, and a discussion of legal services in five cities. (CFR)

EJ500253
Ortiz, Daniel R.
CUMULATIVE VOTING: IS IT WRONG?
Update on Law-Related Education 19 (Winter 1995): 38.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Students; Practitioners
Descriptors: Democratic-Values; Elementary-Secondary-Education; Political-Campaigns; Political-Parties; Social-Studies; Sociocultural-Patterns; *Elections-; *Law-Related-Education; *Minority-Groups; *Political-Candidates; *Voting-; *Voting-Rights
Identifiers: *Cumulative-Voting

Describes how cumulative voting works in corporations, where stockholders voting for boards of directors can split their votes among the number of shares they own. Maintains that this approach is being proposed in political elections as a means to provide minority representation. Presents an example of the procedure. (CFR)

EJ504127
Regulus, Thomas A.
LAW, VIOLENCE, AND SCHOOL CULTURES.
Update on Law-Related Education 19 (Spring 1995): 9-10.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Behavior-Problems; Cultural-Pluralism; Delinquency-; Elementary-Secondary-Education; Ethnic-Relations; Racial-Differences; Social-Adjustment; Social-Behavior; Social-Problems; Sociocultural-Patterns; Student-Behavior; Subcultures-; *Antisocial-Behavior; *Educational-Environment; *Law-Related-Education; *Peer-Groups; *Student-School-Relationship; *Violence-

Discusses the development of adolescent peer groups, student cultures, school violence, and effective interventions. Contends that the likelihood of violence increases when mediation boards and peer counseling are unavailable or ineffective. Includes a bibliography of 12 teacher resources on school violence. (CFR)

EJ504132
Roe, Richard L.
CRIME AND CORRECTIONS, PUNISHMENTS, AND REWARDS.
Update on Law-Related Education 19 (Spring 1995): 27-29.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Compliance-Legal; Due-Process; Educational-Objectives; Elementary-Secondary-Education; Individual-Development; Justice-; Laws-; Learning-Theories; Social-Problems; *Citizenship-Education; *Crime-; *Democratic-Values; *Law-Related-Education; *Student-Attitudes
Identifiers: *Bettelheim-Bruno

Focuses on the importance of developing public appreciation for and association with the law. Argues that positive incentives to abide by the law are consistent with democratic values and supported by learning theories and child development research. Concludes that democracy works best when its citizens act according to their own will. (CFR)

EJ475058

Routier, Wanda J., and others.

DISABILITY LEGISLATION AND CIVIL RIGHTS: CONTEMPORARY ISSUES AND HISTORICAL BACKGROUND. LEADING STRATEGY.

Update on Law-Related Education 17 (Spring-Summer 1993): 47-53.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Accessibility-for-Disabled; Constitutional-History; Elementary-Secondary-Education; Mental-Disorders; Role-Playing; Simulation-; Social-Studies; Teaching-Methods; United-States-History; *Civil-Rights-Legislation; *Constitutional-Law; *Educational-Strategies; *Law-Related-Education; *Physical-Disabilities; *Social-Discrimination
Identifiers: United-States-Constitution; *Americans-with-Disabilities-Act-1990

Presents a classroom lesson in which students compare the Americans with Disabilities Act of 1990 with civil rights legislation from the 1960s and 1970s. Uses role playing and case studies to examine various aspects social and legal discrimination. Includes lesson objectives, instructional procedures, and five student information handouts. (CFR)

EJ487158

Sanchez, Ana Isabel, and Alberto Wray.

LEARNING ABOUT JUSTICE: A LATIN AMERICAN EXPERIENCE.

Update on Law-Related Education 18 (Winter 1994): 25-28, 31.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Civil-Liberties; Cultural-Differences; Economically-Disadvantaged; Elementary-Secondary-Education; Foreign-Countries; Latin-Americans; Role-Playing; Social-Discrimination; Social-Studies; Social-Values; *Cultural-Traits; *Democratic-Values; *Justice-; *Latin-American-Culture; *Law-Related-Education; *Teaching-Methods
Identifiers: Argentina-; Bolivia-; Chile-; Columbia-; Ecuador-; Peru-; *Andean-Countries

Describes cultural attributes of Latin America and Latin American youth and how law-related education can be used effectively in Latin American cultures. Provides a definition of justice and asserts that Latin America is an area where there are generalized situations of injustice. Includes brief overviews of six Andean nations. (CFR)

EJ487159

Sanchez, Ana Isabel.

"WITH LIBERTY AND JUSTICE FOR ALL..." TEACHING STRATEGY.

Update on Law-Related Education 18 (Winter 1994): 29-30.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Elementary-Education; Intermediate-Grades; Role-Playing; Social-Studies; Social-Values; Teacher-Behavior; Values-Education; *Educational-Strategies; *Justice-; *Law-Related-Education; *Social-Discrimination; *Student-Attitudes; *Teaching-Methods
Identifiers: *Universal-Declaration-of-Human-Rights

Presents a lesson designed to help students identify components of justice and discern issues of justice and injustice in daily life. Includes background information and preparation, an activity preparation phase, and an application phase in which five role-playing scenarios are used. (CFR)

EJ493858

Schwarz, Philip J.

JEFFERSON AND THE WOLF: THE SAGE OF MONTICELLO CONFRONTS THE LAW OF SLAVERY.

OAH Magazine of History 8 (Summer 1994): 18-22.

Available From: UMI
Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Black-Culture; Civil-Liberties; Colonial-History-United-States; Constitutional-Law; Elementary-Secondary-Education; Law-Related-Education; Presidents-of-the-United-States; Revolutionary-War-United-States; *Black-History; *Civil-Law; *Slavery-; *Social-Systems; *United-States-History
Identifiers: African-Americans; *Jefferson-Thomas; *Monticello

Asserts that American revolutionaries so revered the rule of law that they relied on it to help rule their slaves. Maintains that Thomas Jefferson was no exception to this dilemma of justifying slavery while upholding liberty. Describes slavery at Jefferson's plantation, Monticello, within a legal and social structure. (CFR)

EJ488747
Smagorinsky, Peter.
BRING THE COURTROOM TO THE CLASSROOM: DEVELOP CIVIC AWARENESS WITH SIMULATION ACTIVITIES.
Social Studies 85 (July-August 1994): 174-80.

Available From: UMI
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Practitioners
Descriptors: Citizenship-Education; Court-Role; Juries-; Justice-; Role-Playing; Secondary-Education; Social-Studies; Teacher-Developed-Materials; Teaching-Methods; Writing-Assignments; *Class-Activities; *Courts-; *Law-Related-Education; *Learning-Strategies; *Simulation
Identifiers: Group-Projects; *Gangs-; *Illinois-Cook-County

Discusses how jury duty for a murder trial led to the development of a simulation in which students serve as jurors for a murder trial. Provides role descriptions, testimony, and instructions for using the simulation. Outlines suggestions for student writing assignments and adapting the simulation for different regions. (CFR)

EJ495574
Steiner, R. James, and Carol J. Holahan.
HISTORY OF LEGAL AID IN THE UNITED STATES.
Update on Law-Related Education 18 (Fall 1994): 6-13.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Law; Civil-Liberties; Civil-Rights; Compliance-Legal; Court-Role; Discriminatory-Legislation; Elementary-Secondary-Education; Lawyers-; Legal-Problems; *Courts-; *Equal-Protection; *Justice-; *Law-Related-Education; *Legal-Aid; *United-States-History
Identifiers: American-Bar-Association; Clinton-Hillary-Rodham

Asserts that, although legal aid is only one program that provides legal services to poor people, there was a time in U.S. history when people who could not afford a lawyer had no way of solving disputes through the judicial system. Traces the history of legal aid from 1876 through the Great Depression and the Civil Rights movement until the present. (CFR)

EJ495575
Steiner, R. James, and Carol J. Holahan J.
STUDENTS TAKE CHARGE. TEACHING STRATEGY.
Update on Law-Related Education 18 (Fall 1994): 14-15.

Document Type: GUIDES - CLASSROOM - LEARNER (051)
Target Audience: Teachers; Students; Practitioners
Descriptors: Civil-Law; Class-Activities; Decision-Making; Justice-; Secondary-Education; Social-Studies; Thinking-Skills; United-States-History; Writing-Assignments; *Equal-Protection; *Law-Related-Education; *Learning-Activities; *Legal-Aid; *Role-Playing; *Teaching-Methods

Presents a secondary level activity in which students participate in a decision-making activity involving the U.S. legal system and legal aid. Includes lesson objectives, step-by-step instructional procedures, and a student handout titled "Examining the Future of Legal Aid Programs." (CFR)

EJ485677
Wasson, Donald.
REAL-LIFE SCENARIOS FOR TEACHING THE BILL OF RIGHTS. CLASSROOM TEACHER'S IDEA NOTEBOOK.
Social Education 58 (March 1994): 169-70.

Available From: UMI
Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Practitioners
Descriptors: Civics-; Constitutional-Law; Correctional-Education; Democratic-Values; Freedom-of-Speech; High-School-Equivalency-Programs; Political-Attitudes; Search-and-Seizure; Secondary-Education; Student-Behavior; Teaching-Methods; *Attitude-Change; *Civil-Liberties; *Educational-Strategies; *Law-Related-Education; *Student-Attitudes
Identifiers: *Bill-of-Rights; *United-States-Constitution

Maintains that the adult male inmate population at a maximum security correctional center is a logical if difficult audience for effective lessons about the Bill of Rights. Presents two scenarios with accompanying instructional procedures and student discussion questions. (CFR)

BEST COPY AVAILABLE

EJ504135
Wheeler, John.
TEEN COURTS IN SCHOOL: TEACHING RESPONSIBILITY, JUSTICE, AND AUTHORITY. TEACHING STRATEGY.
Update on Law-Related Education 19 (Spring 1995): 36-39.

Document Type: GUIDES - CLASSROOM - TEACHER (052)
Target Audience: Teachers; Students; Practitioners
Descriptors: Class-Activities; Decision-Making; Learning-Strategies; Secondary-Education; Student-Attitudes; Student-Participation; Student-Responsibility; *Educational-Objectives; *Experiential-Learning; *Law-Related-Education; *Student-School-Relationship; *Teaching-Methods
Identifiers: Des-Moines-Hoyt-Middle-School-IA; *Teen-Courts

Presents a secondary-level lesson plan designed to introduce students to teen courts in schools and develop decision-making skills. Includes learning objectives, step-by-step instructional procedures, a chart illustrating a teen court referral system, and three student readings. (CFR)

EJ504134
Williamson, Deborah, and Paul Knepper.
TEEN COURTS AND VIOLENCE PREVENTION.
Update on Law-Related Education 19 (Spring 1995): 33-35.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Administrators; Practitioners
Descriptors: Active-Learning; Citizenship-Education; Citizenship-Responsibility; Class-Activities; Learning-Strategies; Peer-Groups; Secondary-Education; Social-Problems; Student-Responsibility; Student-School-Relationship; Youth-Problems; *Crime-; *Delinquency-; *Experiential-Learning; *Juvenile-Justice; *Law-Related-Education
Identifiers: Juvenile-Justice-Delinquency-Prevention-Office; *American-Bar-Association; *Teen-Courts

Contends that teen courts offer powerful lessons in civic responsibility and that more than 150 are operating nationwide. Discusses establishment and educational strategies used in teen courts. Concludes that this law-related education program provides a creative solution to the delinquency dilemma. (CFR)

EJ495582
Wise, Edward M.
COMPARATIVE LEGAL SERVICES: AN ANALYSIS OF THE DELIVERY OF LEGAL SERVICES TO THE POOR IN NATIONS AROUND THE WORLD.
Update on Law-Related Education 18 (Fall 1994): 47-51.

Document Type: REPORTS - DESCRIPTIVE (141)
Target Audience: Teachers; Practitioners
Descriptors: Civil-Liberties; Civil-Rights; Courts-; Equal-Protection; Foreign-Countries; Justice-; Legal-Problems; Poverty-; Secondary-Education; Social-Problems; Social-Studies; *Cross-Cultural-Studies; *Economically-Disadvantaged; *International-Studies; *Law-Related-Education; *Lawyers; *Legal-Aid
Identifiers: Australia-; Canada-; Europe-; Japan-; *South-Africa

Asserts that providing poor people equal access to law is a worldwide problem. Identifies and discusses three systems of legal aid services in nations throughout the world. Includes a vocabulary chart and a special section on justice in South Africa. (CFR)

Part III

1995 ERIC/ChESS DIGESTS ON LAW-RELATED EDUCATION

An ERIC Digest is a two-page synthesis or overview of important literature on a topic of interest to social studies educators. There are more than 1,000 Digests on a variety of topics in the ERIC database, and collectively the ERIC Clearinghouses produce more than 100 new titles each year. The ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) annually produces 8-10 Digests.

Two of the Digests produced by ERIC/ChESS in 1995 treat topics in Law-Related Education: (1) LINKING LAW-RELATED EDUCATION TO REDUCING VIOLENCE BY AND AGAINST YOUTH by Carolyn Pereira; and (2) ESSENTIALS OF LAW-RELATED EDUCATION adapted by Robert S. Leming. These two Digests, reprinted in PART III of this volume, were produced jointly by ERIC/ChESS and the American Bar Association.

You can search and locate the complete texts of ERIC Digests on the CD-ROM versions of the ERIC database (available at hundreds of university and larger public libraries) and on the Internet. You can also contact the ERIC Clearinghouse that covers your topic and ask for its latest Digest list.

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ERIC Digest EDO-SO-95-5

September 1995

Linking Law-Related Education To Reducing Violence By and Against Youth

by Carolyn Pereira

The American Psychological Association (1993, 1) defines violence as "immediate or chronic situations that result in injury to the psychological, social, or physical well being of individuals or groups." Violence by and against youth has increased over the last two decades cutting across racial and socio-economic lines. Assaults are on the increase. Verbal abuse is more widespread. A lack of civility in relationships at school is a common complaint of educators across the country. Reports of violence fill the media daily. Most violence has traditionally occurred between people who know each other. Acts of random violence, however, appear to be on the increase. Motivating factors range from arguments that get out of hand to gang-related incidents. In a recent survey conducted by the National School Boards Association, school superintendents from urban, suburban, and rural districts ranked family problems and violence in the media as the most significant factors associated with an increase in violence (Elliott 1994).

What Personal Qualities Are Associated with Reduction of Violence? Children are less likely to become violent if they develop particular skills, attitudes, and patterns of behavior.

- **Problem-solving and reasoning skills:** Children who think that there are only two ways to solve problems—fight or give-up—are more likely to become either perpetrators or victims of violence. Children's ability to reason well can give them a wider variety of options than just fighting or running. Children who are more proficient at generating and evaluating options in academic and social settings are less likely to choose violent ways of solving conflicts.
- **Social capacities:** These skills, attitudes, and dispositions include development of empathy, effective communication, humor, and attachment to positive, non-violent individuals or groups. Understanding another person's point of view and having concern for other persons can help students generate a wider variety of options—some of which may be mutually acceptable. Students must be able both to listen with understanding and to be understood. The ability to laugh and create moments where others, too, feel more light-hearted can often become one of the most successful options to reducing violent responses. Humor can also enable someone not to immediately take things too personally. The ability to be a friend and have friends can create a stronger desire to find non-violent ways of solving conflicts.
- **A productive sense of purpose, independence, and power:** Children who are more likely to turn to violence have no hope in the future. Conversely, children who believe they can control their lives and want to direct their lives in positive and productive ways are more likely to seek non-violent means to resolve conflict.

What Can Teachers and Parents Do To Foster Non-Violent Conflict Resolution? Teachers and parents can act positively to reduce violent behavior among children.

- **Expect children to achieve high standards:** If teachers, family, and others expect children to do their best both academically and socially, children, more often than not, rise to the challenge. If key people in the child's environment give clear and consistent signals that violence is not the norm, children will be more likely to develop non-violent patterns of behavior.
- **Provide meaningful opportunities for participation:** In order to develop the skills and predispositions for resolving conflict peaceably, children need to be given opportunities to practice these techniques. Opportunities need to be based on experiences which relate to their own lives and are viewed as important, not just busy work.
- **Recognize positive accomplishments:** Children need to know when they are on the "right" track. Feedback is important. Recognition, however, needs to fit the accomplishment. Too much or too little praise, or rewards which have little connection to the task, can be distracting.
- **Provide positive role models for children:** All children need at least one adult whom they recognize as caring about them. Knowing that respected adults support non-violence, and value being a member of groups that solve problems non-violently, further encourage children to seek non-violent solutions in conflict situations.

How Can LRE Address the Problems of Violence By and Against Youth? Law-related education (LRE) is designed to help young people develop into knowledgeable, skilled, and caring citizens. Young people with these qualities, who are given productive, responsible roles, are less likely to be involved in undesirable behavior, including violence. The outcome of a model LRE program is a class of students ready to assume their roles as constructive participants in our pluralistic democracy, not just problem-free young people. Law-related education can create a learning environment to nurture the skills, attitudes, and patterns of responsible behavior associated with the reduction of violence.

Law-related education helps children develop problem-solving and reasoning skills through challenging content and the methods used to study that content. The curriculum

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provides rich opportunities for students to develop these skills by analyzing Supreme Court cases, playing roles of police officers on the job, and participating in mock trials, mediations, and legislative hearings. The complex questions generated in each of these contexts encourage a variety of answers, which involve careful examination and projection of possible consequences of the decisions.

Social skills developed through interactions with outside resource persons, as well as with other students through cooperative learning activities, can create positive attachments to prosocial individuals and groups.

LRE helps children develop a productive sense of purpose, independence, and power through participatory teaching strategies that demonstrate how people can and should make a difference in improving the system of justice. Studying key Supreme Court cases, such as *Gideon* v. *Wainwright* and *Brown* v. *Board of Education*, provides students with concrete examples of how people can work within the legal system to improve it.

Law-related education involves high expectations for all students, not just the academically gifted, and requires the use of complex skills. For example, successfully negotiating a dispute requires a high level of interpersonal and reasoning skills. In addition, LRE conveys a message that this country is based on the rule of law, which provides a variety of ways to resolve conflict without violence.

LRE provides opportunities for meaningful participation. Questions of public policy, such as "Should curfews be imposed on young people in order to curb crime?", offer opportunities for students to research, discuss, and act on important issues that affect them directly.

Recognition of positive accomplishments is part of law-related education. Further, LRE involves supportive adults or outside resource persons, such as caring police officers, judges, and attorneys, who are involved in the daily administration of justice. They are available to talk with young people, to acknowledge concerns young people have about the imperfections of the legal system, and to demonstrate how to work constructively within the system.

Careful research needs to be done on the relationship between LRE and violence prevention. However, the many links that LRE has to youth development and the risk factors related to violence provide optimism about LRE's potential as a part of a systematic, collaborative, and comprehensive violence reduction and youth development program.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Services (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are 703/440-1400 and 800/443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. They can be located in the journal section of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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ESSENTIALS OF LAW-RELATED EDUCATION

Essentials of Law-Related Education: A Guide for Practitioners and Policymakers is a statement of the goals and content of law-related education (LRE). Developed by the American Bar Association's Special Committee on Youth Education for Citizenship in 1995, *Essentials of Law-Related Education* concentrates on four areas: (1) subject matter and concepts; (2) instructional strategies and contexts; (3) skills; and (4) attitudes, beliefs, and values. Together, they provide K-12 students with active learning experiences that enhance their ability to explore rights and responsibilities under the law, confront and resolve disputes, and discuss and analyze public issues. This digest summarizes the original *Essentials* document.

LRE has been defined as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based" (Law-Related Education Act of 1978). LRE is typically understood to foster the knowledge, skills, and values that students need to function effectively in our pluralistic, democratic society based on the rule of law. Law-related educators strive to develop the active citizens our society requires: those who can understand, live in, and contribute positively to the civic communities to which they belong.

Law saturates our lives irrespective of age or setting. Consequently, LRE focuses on real issues that affect real people in real situations. Through LRE, educators seek to elucidate essential concepts—including law, power, justice, liberty, and equality—fundamental to our constitutional democracy and to the structure and functioning of other societies. LRE enables educators to teach how the law and legal issues are essential to the functioning of politics, culture, and society. In so doing, it explores how the law affects students and how they, in turn, can affect the law. LRE strives to illuminate the substantive and procedural values underlying our legal system, fostering the formation of beliefs and attitudes that support such values.

What Subject Matter Is Essential? Concepts central to LRE include law, justice, power, equality, property, and liberty. Through LRE, teachers can teach what abstract concepts such as "liberty" actually mean through examination of specific contexts and practices. For example, they can help students understand "liberty" by giving them opportunities to learn about liberties guaranteed under the U.S. Constitution. With that knowledge, students can become aware that such liberties can still be the source for continuing controversies in contemporary society, such as when individual liberties conflict with majority values or public policy priorities.

The relationship between citizen and society is essential to LRE, which should illustrate significant connections between students and larger communities, such as town, nation, and world. Some law-related educators might focus primarily on law that affect the daily lives of all people, including criminal and civil law. Others might concentrate on fundamental legal concepts and principles, including their origins, evolution, and contemporary influence and impact. Still others might stress the application of LRE principles and skills in specific real-world situations, both personal and civic. LRE instruction should recognize that government use of power and authority can bring both order and the risk of abuse. Law-related educators might help students understand that the Constitution limits governmental power by separating, and sharing it. Educators might also ask students to ponder the relationship between power and law, considering such topics as civil disobedience, conscientious objection, capital punishment, and victimless crimes.

LRE emphasizes the role of due process of law as essential to justice in our system of governance. Teachers might focus on justice through civil, criminal, and juvenile law, or through such topics as mercy killing or cruel and unusual punishment. In dealing with equality, teachers might have students study issues of racial or gender discrimination, voting rights, or affirmative action. In so doing, students will be able to reflect on the difference between equal opportunity as a constitutional ideal and as a day-to-day reality.

How and Where Should LRE be Taught? Law-related educators should require students to participate actively in their own learning. For instance, by using role play in the classroom, teachers can encourage students to voice diverse opinions about legal issues. By having students compare and contrast several court decisions on one issue, teachers can encourage students to address judicial decisions in historical context, assess the role of precedent, and comprehend the nature of historical and social change. In helping students stage mock trials, teachers can enable students to experience the judicial process.

The classroom that best fosters LRE is student focused. The ideal LRE classroom acts as a forum where students can freely

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Adapted by Robert S. Leming, Director of the Indiana Program for Law-Related Education of the Social Studies Development Center, Indiana University.

discuss conflicting ideas. In drawing such ideas from a cross-section of subjects, teachers give students a taste of the complexity of legal issues. LRE classrooms should have diverse, high-quality resources that provide students with the information they need while conveying the fact that different people can legitimately and reasonably have different opinions and perspectives on issues. Enlisting LRE professionals (lawyers, law-enforcement professionals, judges, scholars, for example) from the community as human resources for in-class and out-of-class instruction is an essential means by which LRE meets students' needs in these respects.

LRE does not need to be restricted to one class, course, or subject area. The constellation of values, knowledge, and skills that comprise LRE can be woven throughout the school curriculum beginning in the primary grades. Effective LRE programs should consist of carefully planned, integrated, sequenced, and cumulative instructional experiences. For instance, beginning with the early grades, LRE might emphasize fundamental concepts and values such as justice, liberty, and equality. In later grades, such concepts and values can be addressed through examination of more complex issues and dimensions of our shared constitutional ideals, and their national and global implications.

What Skills Should LRE Foster? Law-related educators should help students develop the skills needed to acquire information about the role of law in constitutional democracies and other societies and how it is connected to their lives; how they can communicate their ideas, beliefs, and opinions about the law and legal issues; and how they can actively and constructively participate in group or broader civic affairs. Thinking skills developed in LRE include analyzing and interpreting judicial opinions and other legal documents; developing a capacity for understanding when and how laws apply to specific fact situations; critically assessing laws and legal issues; and developing a capacity for understanding and evaluating controversies and conflicts arising from legal issues. LRE also develops students' communication and social participation skills, including persuading others regarding beliefs and actions related to the law; participating collectively in making rules and setting goals; building consensus through deliberation, negotiation, compromise, and conflict resolution; and working cooperatively to make decisions and take actions concerning hypothetical or actual legal and law-related social issues.

What Attitudes, Beliefs, and Values Should LRE Foster? LRE does more than provide students with information about the law and legal issues while developing essential skills. It also cultivates certain attitudes, beliefs, and values in students as both essential preconditions for, and outcomes of, students' understanding in LRE. These essential attitudes, beliefs, and values include a commitment to constitutional democracy; dedication to the ideal of justice in society; informed, active, and responsible participation in civic life; respect for the fundamental dignity and rights of humans; and appreciation for legitimately resolving societal conflicts and differences. LRE helps students understand both how law reflects and shapes collective values, beliefs, and dispositions and, in turn, how collective values, beliefs, and dispositions reflect and shape law. In so doing, LRE also helps students understand how law can and has promoted social cohesion and effected social change.

How Can You Obtain *Essentials of Law-Related Education?* *Essentials of Law-Related Education* can be obtained by writing to the ABA/YEFC, 541 North Fairbanks Court, Chicago, IL 60611-3314 or by calling 312/988-5735. The price per copy is $3.00 + $2.00 s/h; orders should be prepaid.

References and ERIC Resources

The following list of resources includes references used to prepare this Digest. The items followed by an ED number are available in microfiche and/or paper copies from the ERIC Document Reproduction Service (EDRS). For information about prices, contact EDRS, 7420 Fullerton Road, Suite 110, Springfield, Virginia 22153-2852; telephone numbers are 703/440-1400 and 800/443-3742. Entries followed by an EJ number, annotated monthly in CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE), are not available through EDRS. However, they can be located in the journal sections of most larger libraries by using the bibliographic information provided, requested through Interlibrary Loan, or ordered from the UMI reprint service.

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Appendices

Appendix 1: Directory of National and State LRE Programs

Appendix 2: Call for Future LRE ERIC Documents

Appendix 3: Figures
Figure 1: Sample ERIC Document Resume
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Appendix 4: ERIC Information

Appendix 1

DIRECTORY OF NATIONAL LRE PROGRAMS

The seven law-related education programs listed below provide LRE support nationwide.

American Bar Association Special Committee on Youth Education for Citizenship
Ronald A. Banaszak, Director, 541 N. Fairbanks Court, Chicago, IL 60611-3314, 312/988-5735, FAX: 312/988-5032.

Center for Civic Education
Charles Quigley, Executive Director, Jack Hoar, Director of Justice Education Programs, 5146 Douglas Fir Road, Calabasas, CA 91302-1405, 818/591-9321 or 800/350-4223, FAX: 818/591-9330.

Constitutional Rights Foundation
Todd Clark, Executive Director, 601 South Kingsley Drive, Los Angeles, CA 90005-2319, 213/487-5590, FAX: 213/386-0459.

Constitutional Rights Foundation Chicago
Carolyn Pereira, Executive Director, 407 S. Dearborn, Suite 1700, Chicago, IL 60605-1111, 312/663-9057, FAX: 312/663-4321.

National Institute for Citizen Education in the Law
Lee Arbetman, Associate Director, 711 G Street, SE, Washington, DC 20003-2815, 202/546-6644, FAX: 202/546-6649.

Phi Alpha Delta Public Service Center
Solange E. Bythol, LRE Project Coordinator, 636 F Street, NE, Washington, DC 20002, 202/546-4676.

Social Science Education Consortium
James Giese, Executive Director, P.O. Box 21270, Boulder, CO 80308-4270, 303/492-8154, FAX: 303/449-3925.

DIRECTORY OF STATE LRE PROGRAMS

Alabama
Janice Cowin, Alabama Center for Law and Civic Education, Cumberland School of Law, 800 Lakeshore Drive, Birmingham, AL 35229, 205/870-2433 or 800/888-7301, FAX: 205/870-2459.

Alaska
Marjorie Menzi, Co-Coordinator of the Alaska Law-Related Education Program, State Department of Education, 801 West 10th Street, Juneau, AK 99801, 907/465-8720, FAX: 907/465-3396.

Arizona
Lynda Rando, Arizona Center for LRE, Arizona Bar Foundation, 111 West Monroe, Suite 1800, Phoenix, AZ 85003-1512, 602/340-7360, FAX: 602/271-4930.

Arkansas
Barbara Stafford, Executive Director, Learning Law in Arkansas, Inc., UALR School of Law, 1201 McAlmont #421, Little Rock, AR 72202-5142, 501/375-9335, FAX: SAME AS PHONE.

California
Joseph Maloney, Executive Director, Citizenship and LRE Center, 9738 Lincoln Village Drive, Sacramento, CA 95827-3302, 916/228-2322, FAX: 916/228-2493.

Colorado
Barbara Miller, Colorado Civic/Legal Education Program, P.O. Box 21270, Boulder, CO 80308-4270, 303/492-8154, FAX: 303/449-3925.
Internet: millerba@ ucsu.colorado.edu

Gayle Mertz, Director, Safeguard Law-Related Education Program, P.O. Box 471, Boulder, CO 80306, 303/441-3805, FAX: 303/441-4809.

Connecticut
James A Schmidt, Executive Director, Connecticut Consortium for Law & Citizenship Education, Secretary of State's Office, 30 Trinity Street, Hartford, CT 06106-1629, 203/566-3904, FAX: 203/566-5757.

Delaware
Barry Townsend, President, Delaware Law-Related Education Center, Inc., Widener University, School of Law, 4601 Concord Pike, Box 362, Wilmington, DE 19803-0474, 302/323-2825, FAX: 302/323-2955.

Duane Werb, Director, Street Law Project, Delaware Law School, 300 Delaware Avenue, P.O. Box 25046, Wilmington, DE 19899-5046, 302/652-1133, FAX: 302/652-1111.

District of Columbia
Judy Zimmer, Deputy Director, District of Columbia Center for Citizen Education in the Law, 711 G Street, SE, Washington, DC 20003-2815, 202/546-6644, FAX: 202/546-6649.

Richard Roe, Program Director, D.C. Street Law Project, Georgetown Law Center, 111 F Street, NW, Washington, DC 20001-2015, 202/662-9615, FAX: 202/662-9681.

Florida
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Georgia
Anna Boling, Director, Georgia LRE Consortium, Carl Vinson Institute of Government, The University of Georgia, 201 North Milledge Avenue, Athens, GA 30601-5482, 706/542-2736, FAX: 706/542-9301.

Hawaii

Sharon Kaohi, State of Hawaii, Department of Education, Social Studies, 189 Lunalilo Home Road, 2nd Floor, Honolulu, HI 96825-2004, 808/396-2543, FAX: 808/548-5390.

Paulette Suwa, YLA Division Administrator & Project Coordinator, Hawaii State Bar Association, Penthouse, 9th Floor, 1136 Union Mall, Honolulu, HI 96813-2711, 808/537-1868, FAX: 808/521-7936.

Idaho

Lynda Clark, LRE Coordinator, Idaho Law Foundation, P.O. Box 895, Boise, ID 83701-0895, 208/334-4500, FAX: 208/334-4515.

Illinois

Donna Schechter, Staff Liaison, Committee on Law-Related Education for the Public, Illinois State Bar Association, 424 South Second Street, Springfield, IL 62701-1704, 217/525-1760 or 800/252-8908 (inside Illinois), FAX: 217/525-0712.

Ruth Woodruff, State Project Director, Illinois Law-Related Education Project, 407 S. Dearborn, Suite 1700, Chicago, IL 60605, 312/663-9057, FAX: 312/663-4321.

Indiana

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Iowa

Timothy Buzzell, Director, The Iowa Center for Law & Civic Education, Drake University Law School, Opperman Hall, Room 194, 27th and Carpenter, Des Moines, IA 50311, 515/271-3205, FAX: 515/271-2530.

Kansas

Ron Keefover, Information-Education Officer, Office of Judicial Administration, Kansas Judicial Center, 301 West Tenth Street, Topeka, KS 66612-1507, 913/296-4872; FAX: 913/296-7076.

Kentucky

Bruce Bonar, Associate Director, Model Laboratory School, Eastern Kentucky University, Richmond, KY 40475, 606/622-3766, FAX: 606/622-1020.

Deborah Williamson, Project Director, Kentucky LRE, Administrative Office of the Courts, 100 Millcreek Park, Frankfort, KY 40601-9230, 502/573-2350, FAX: 502/695-1759.

Louisiana

Maria Yiannopoulos Dooley, Coordinator, Louisiana Center for Law and Civic Education, Louisiana State Bar Association, 601 St. Charles Avenue, New Orleans, LA 70130-3404, 504/566-1600, FAX: 504/566-0930.

Wanda Anderson Tate, 1 Galleria Boulevard #1704, Metarie, LA 70001-7508, 504/836-6666, FAX: 504/836-6698.

Maine

Janice Berry, Public Affairs Director, Maine State Bar Association, 124 State Street, P.O. Box 788, Augusta, ME 04332-0788, 207/622-7523, FAX: 207/623-0083.

Theresa Bryant, Director, Maine Law-Related Education Program, University of Maine School of Law, 246 Deering Avenue, Portland, ME 04102-2800, 207/780-4159, FAX: 207/780-4913.

Maryland

Ellery "Rick" Miller, Jr., Director, Citizenship/LRE Program for Maryland Schools, UMBC/MP 007, 5401 Wilkens Avenue, Baltimore, MD 21228-5398, 410/455-3239, FAX: 410/455-1062.

Massachusetts

Nancy E. Kaufer, Director, Community Services, Massachusetts Bar Association, 20 West Street, Boston, MA 02111-1218, 617/338-0571, FAX: 617/542-8315.

Joan Kenney, Massachusetts Supreme Court, Public Information Office, Room 218, Old Court House, Boston, MA 02108, 617/557-1114, FAX: 617/742-1807.

Michigan

Linda Start, Director, Center for Civic Education Through Law, Oakland Schools, 2100 Pontiac Lake Road, Waterford, MI 48328, 810/858-1947, FAX: 810/858-4661.

Minnesota

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Mississippi

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Missouri

Millie Aulbur, LRE Field Director, The Missouri Bar, 326 Monroe Street, Jefferson City, MO 65101, 573/635-4128, FAX: 573/635-2811.

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Montana

Lorrie Monprode-Holt, Director, Montana Law-Related Education Program, Office of Public Instruction, State Capitol, 1300 11th Avenue, P.O. Box 202501, Helena, MT 59601-3918, 406/444-2979, FAX: 406/444-3924.

Nebraska

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Kathy Dryer, Director, Utah LRE Project, 645 S. Second East, Suite 101, Salt Lake City, UT 84111-3834, 801/322-1802, FAX: 801/531-0660.

Vermont

Phyllis Andrews, Director of Public and Continuing Legal Education, Vermont Bar Association, P.O. Box 100, Montpelier, VT 05601, 802/223-2020, FAX: 802/223-1573.

Virginia

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Wisconsin

Karen Prickette, Social Studies Supervisor, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841, 608/267-9273, FAX: 608/267-1052.
Internet: prickkr@mail.state.wi.us

Dee Runas, LRE Coordinator, State Bar of Wisconsin, 402 Wilson Street, P.O. Box 7158, Madison, WI 53707-7158, 800/728-7788, 608/257-3838, FAX: 608/257-5502.

Wyoming

Donald Morris, Coordinator, Wyoming LRE Council, 717 Frontier Park Avenue, Cheyenne, WY 82001, 307/771-2680, ext. 444 (mornings), 307/632-8013 (afternoons), FAX: 307/771-2699.

Jim Tiemann, c/o Wyoming Bar Foundation, P.O. Box 109, Cheyenne, WY 82003-0109, 307/632-9061, FAX: 307/632-3737.

FOR ADDITIONAL INFORMATION PLEASE CONTACT:

National LRE Resource Center
American Bar Association/YEFC
541 North Fairbanks Court
Chicago, IL 60611-3314
312/988-5735

Appendix 2

CALL FOR LRE DOCUMENTS

Kinds of Documents to Send to the Adjunct ERIC Clearinghouse for LRE

The Adjunct ERIC Clearinghouse for LRE would like to receive new documents dealing with law-related education. We are especially interested in documents that are not usually available through other information sources. Types of materials we are looking for include teaching guides, conference papers and speeches, state-of-the-art studies, project descriptions, bibliographies, and instructional materials.

ERIC Document Selection Criteria

Your document will be evaluated by the staff of both the NLRC and the Adjunct ERIC Clearinghouse for LRE on the basis of such criteria as:

Quality—This is the single most important selection criteria. A document is reviewed based on its own merit and its relation to existing materials in the ERIC collection. A document should meet at least one of the following criteria:

1. It should be relevant, answering current problems, needs, and interests of users.
2. It should contribute to new knowledge.
3. It should be creative or innovative.
4. It should be timely and reflective of current educational trends.

Reproducibility—Papers should be clearly typed originals or clean, sharp photocopies. Good contrast between dark ink and colored paper is important. Colored inks, dark-colored paper, and very small type cause problems in reproduction.

Reproduction Release Form—The author must sign a special form for each document granting the ERIC system permission to reproduce it. Complete a form for each document you are submitting and return to us with *two copies* of the document you wish to submit for possible inclusion in the ERIC database (call 800/266-3815 to request a Reproduction Release Form).

Advantages of Having Documents in ERIC

There are numerous advantages of having your document in ERIC.

Announcement—Documents accepted by ERIC are announced to the approximately 5,000 organizations that receive *RIE*.

Publicity—If you wish to sell your document, you can have its availability (together with an address and price information) announced to users of *RIE*, thus publicizing the document. After you have sold your copies, the document is still available through EDRS, the ERIC Document Reproduction Service, if permission to reproduce has been granted to ERIC.

Dissemination—Documents accepted by ERIC are on microfiche and distributed to the more than 900 subscribers to the ERIC microfiche collection.

Retrievability—The bibliographic descriptions developed by ERIC can be retrieved by the thousands of subscribers to both online and CD-ROM computer search services.

Always in Print—The presence of a master microfiche at EDRS, from which copies can be made on an on-demand basis, means that ERIC documents are constantly available. You can always refer people requesting the document to ERIC.

Where to Submit Your Document

Send your document to:
Paula Nessel, Project Coordinator
National LRE Resource Center
American Bar Association/YEFC
541 North Fairbanks Court
Chicago, IL 60611-3314
312/988-5735

Appendix 3, Figure 1
Sample ERIC Document Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**ED368657**
Author(s):	**Audigier, F., and G. Lagelee.**
Document Title:	CIVIC EDUCATION: TEACHING ABOUT SOCIETY, PASSING ON VALUES. REPORT OF THE COUNCIL OF EUROPE TEACHERS' SEMINAR (57TH, DONAUESCHINGEN, GERMANY, OCTOBER 12-17, 1992).
Institution/Sponsoring Agency and Date Published:	Strasbourg, France: Council for Cultural Cooperation, 1993, 44p.
Alternate Source for obtaining document:	Available From: Council of Europe, B.P. 431 R6, F-67006 Strasbourg Cedex, France.
ERIC Document Reproduction Service (EDRS) Availability:	EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language:	Language: English
Publication Type: broad categories indicating the form or organization of the document, as contrasted to its subject matter. The category name is followed by the category code.	Document Type: CONFERENCE PROCEEDINGS (021)
Geographic Source:	Geographic Source: France
Government:	Government: International
Target Audience:	Target Audience: Teachers; Policymakers; Administrators; Practitioners
Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education.*	Descriptors: *Citizenship Education; *Civics; *Civil Liberties; Classroom Techniques; Curriculum Development; Democratic Values; Educational Experience; Foreign Countries; Learning Activities; Secondary Education; Seminars; Social Studies; *Teacher Associations
Major and Minor Identifiers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Resources in Education.*	Identifiers: *Council for Cultural Cooperation (France); Council of Europe (France); European Convention on Human Rights.
Abstract:	This seminar report describes debates that centered around three civic educational themes of identity/citizenship, civics and school life, and the study of the European Convention on Human Rights along with ideas presented at the opening of the seminar and general conclusions at the end. . . .

BEST COPY AVAILABLE

Appendix 3, Figure 2
Sample ERIC Journal Article Resume

ERIC Accession Number: identification number sequentially assigned to articles as they are processed.	**EJ476757**
Author(s):	**Adler, Susan A., and others.**
Article Title:	PARTICIPATORY CITIZENSHIP: MADE AND REMADE FOR EACH GENERATION.
Journal Title, Volume, Date Published, and Page Numbers:	*International Journal of Social Education* 8 (Spring 1993): 67-74.
Reprint Availability:	Available From: UMI
Language:	Language: English
Descriptive Note:	Document Type: REVIEW LITERATURE (070); POSITION PAPER (120); JOURNAL ARTICLE (080)
ISSN Number:	ISSN: 0889-0293
Target Audience:	Target Audience: Teachers; Administrators; Practitioners
Major and Minor Descriptors: subject terms found the *Thesaurus of ERIC Descriptors* that characterize substantive content. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education.*	Descriptors: *Citizen Participation; *Citizenship Education; Citizenship Responsibility; Critical Thinking; Curriculum Development; Democratic Values; *Educational History; *Educational Objectives; Educational Philosophy; Elementary Secondary Education; Geography; History; Participative Decision Making; Politics of Education; School Business Relationship; *Social Studies
Major and Minor Identifers: terms found in the *Identifier Authority List* that characterize proper names or concepts not yet represented by descriptors. Only the major terms (preceded by an asterisk) are printed in the Subject Index of *Current Index to Journals in Education.*	Identifiers: *America 2000
Annotation:	Discusses the potential impact that the America 2000 reform effort might have on social studies and citizenship education. Argues that the preoccupation of America 2000 and the business community is short-sighted. Calls for social studies educators to recommit themselves. (CFR)

Appendix 4

ERIC Information: Basic Tips for Searching the Database, Law-Related Education ERIC Descriptors, and Where to Locate the ERIC Documents and Journal Articles

Basic Tips for Searching the Database

Wherever you choose to run a computer search of the ERIC database, the result of the search will be an annotated bibliography of journal (EJ) and document (ED) literature on your topic. There are a few important tips to keep in mind to ensure that your search meets your needs.

Find the Best Way to Access the ERIC Database

You can now use ERIC from your personal computer, at university libraries, at many public and professional libraries, and through contacting the ERIC Clearinghouses. Before you decide where to search ERIC, ask these questions:

1. How much will it cost?
   You may have free or inexpensive access to ERIC. If not, you may have to pay for connect time on some computer systems or order a search through a search service.
2. How much of the ERIC database is available?
   Some services provide access to the entire ERIC database, which goes back to 1966; others may allow you to search only the last 5 or 10 years of ERIC. If this is important to you, find out how much of ERIC is available before choosing a search system.
3. How long will it take?
   Turnaround time can vary from a few minutes, if you have direct access to ERIC on a personal computer, to several days or longer if you have to order a search that someone else will run for you.
4. How much flexibility does the search system offer?
   Many different software systems are used to search ERIC. Some menu-driven search systems make it easy for a first-time user, but may limit opportunities to make changes to the search question. If you try searching ERIC and feel you cannot locate exactly what you are looking for, ask your librarian for help or call an ERIC Clearinghouse.

Use the Thesaurus of ERIC Descriptors

Every one of the more than 850,000 articles and documents in the ERIC database has been given subject indexing terms called *descriptors*. Before you run an ERIC search, it is important to take a few minutes to find the ERIC descriptors that best capture your topic.

For example, articles and documents about the development of children's social skills would be indexed under the descriptor *interpersonal competence*. The ERIC descriptor for children at risk is *at risk persons*. When you search for information about high school students, you can use the descriptor *high school students* but would miss a lot of material if you did not also use the descriptor *secondary education*.

Locations that offer ERIC searches should have reference copies of the *Thesaurus of ERIC Descriptors*, and some search systems allow access to the *Thesaurus* while running your search.

If you cannot locate a copy of the *Thesaurus of ERIC Descriptors*, call the Adjunct ERIC Clearinghouse for Law-Related Education (800/266-3815) and ask for help with the search strategy.

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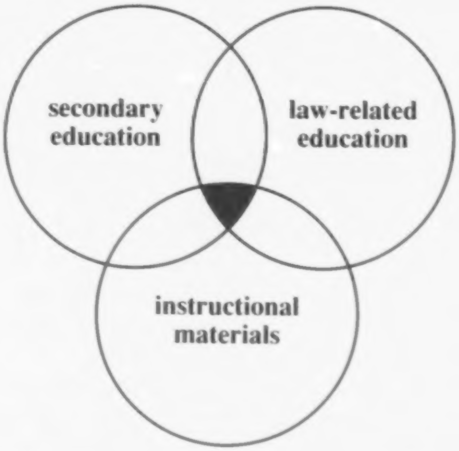
Know Your ANDs and ORs

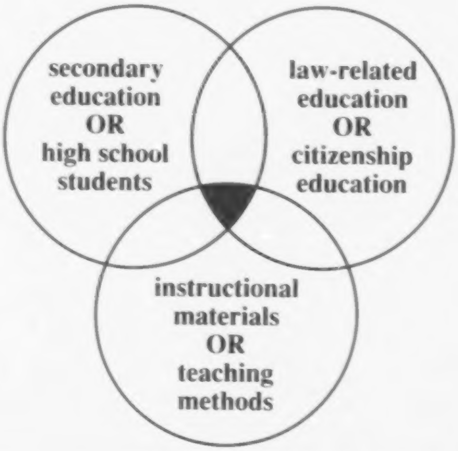
Although the software used to search ERIC will depend on which system is used, all searching is based on Boolean logic; the computer creates sets of information based on the way you tell it to combine subject terms.

For example, to find lesson plans on law-related education for high school students, you could use the *Thesaurus* to find these subject descriptors: *secondary education*, *law-related education*, and *instructional materials*.

If you want to find records that are indexed under all of these concepts, you would use the AND command to tell the computer to find the intersection of these three subjects.


secondary education
law-related education
instructional materials

If more information on this topic is needed, use the *Thesaurus* to locate additional relevant descriptors and add them to your concept sets by using the OR operator. When the OR command is used, documents and articles indexed with **either** descriptor are searched and combined in a set.


secondary education OR high school students
law-related education OR citizenship education
instructional materials OR teaching methods

Plan Your Search Strategy

To plan your ERIC search, follow these steps:

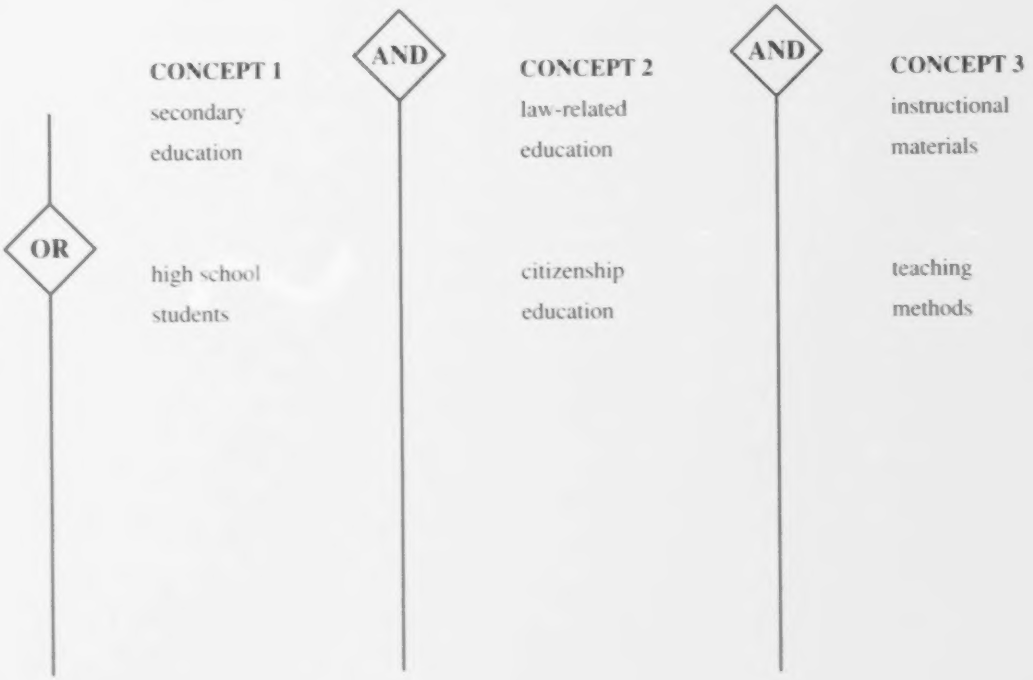
1. write the topic in your own words;
2. divide the search into major concepts; and
3. use the *Thesaurus of ERIC Descriptors* to locate the subject descriptors for each concept of the topic.

Here's an example of how a search topic/question can be turned into an ERIC search strategy:

ERIC Search Worksheet

TOPIC Teaching ideas on law-related education for high school students

CONCEPTS and ERIC DESCRIPTORS



CONCEPT 1
secondary education

high school students

CONCEPT 2
law-related education

citizenship education

CONCEPT 3
instructional materials

teaching methods

ADDITIONAL LIMITATIONS
(e.g., document types, educational level/age group, publication dates, etc.)

Additional Search Tips

To locate journal articles or other publications on a particular education topic, searching by descriptors (subject terms) is usually the best approach. There are other ways to search ERIC, for example, by title, author, specific journals, and even target audience (i.e., whether the publication was intended for teachers, students, parents, etc.).

If you cannot locate instructions for searching ERIC by title, target audience, or the approaches listed below, ask a librarian for help or call an ERIC Clearinghouse. (Note that the details of how you search ERIC will vary depending on the software system, so whenever possible it is best to get instructions from someone who knows the system you are using.)

Here are some other ways to search ERIC:

Identifiers

Identifiers are searchable key words not found in the *Thesaurus of ERIC Descriptors*. They are often proper names or concepts not yet represented by approved descriptors. Identifiers are used to index geographic locations, personal names, test or program names, specific legislation, and so forth. Examples include: Curry Test of Critical Thinking, Gallaudet College DC, Japan United States Textbook Study Project, and Piaget (Jean).

Publication Types (also called Document Types)

In addition to being indexed according to descriptors and identifiers, ERIC documents are categorized by their form of publication. You may want to specify document types in your search strategy to locate a particular kind of document types in your search strategy to locate a particular kind of document, such as: teaching guides, research/technical reports, tests/evaluation instruments, and books.

A complete list of ERIC publication/document types appears in the *Thesaurus of ERIC Descriptors*.

Year of Publication

A search can be limited by the publication dates of documents and articles. For example, you may know before running your search that you only want materials from the last 5 or 10 years. The year of publication can be included as a limiting factor in your original search strategy, or it can be used to modify a search if you find more abstracts than you need.

Free-Text Searching

Free-text searching enables you to search for unique words and phrases found in titles or abstracts. This approach is useful if you do not know the best descriptor to use, or know that there is no indexing term for a concept. For example, you could search the phrase "Head Start" to locate information on that topic. (The results of this search would show you that "Project Head Start" is searchable as an identifier.)

Law-Related Education ERIC Descriptors

Academic Freedom
Access to Education
Affirmative Action
Arbitration
Censorship
Childrens Rights
Citizenship
Citizenship Education
Citizenship Responsibility
Citizen Participation
Citizen Role
Civics
Civil Disobedience
Civil Law
Civil Liberties
Civil Rights
Civil Rights Legislation
Compliance (Legal)
Confidential Records
Conflict Resolution
Constitutional History
Constitutional Law
Controversial Issues (Course Content)
Courts
Court Judges
Court Litigation
Court Role
Criminal Law
Democratic Values
Democracy
Demonstrations (Civil)
Discriminatory Legislation
Discipline Policy
Disclosure
Dissent
Dress Codes
Drug Legislation
Due Process
Educational Discrimination
Educational Legislation
Educational Malpractice
Equal Education
Equal Facilities
Equal Opportunities (Jobs)
Equal Protection
Ethics
Federalism
Freedom
Freedom of Information
Freedom of Speech
Government Role
Government School Relationship
Illegal Drug Use
Intellectual Freedom
International Crimes
International Law
Justice
Juvenile Justice
Laws
Law Related Education
Legal Responsibility
Libel and Slander
Majority Attitudes
Moral Issues
Parent Rights
Police School Relationship
Political Issues
Privacy
Public Policy
Racial Integration
Racial Segregation
Reverse Discrimination
Sanctions
School Attendance Legislation
School Boycotts
School Law
School Policy
School Security
Search and Seizure
Selective Admission
Sex Discrimination
Social Change
Social Problems
Social Values
State Church Separation
Student Behavior
Student Rights
Student School Relationship
Teacher Rights
Violence
Voting
Voting Rights

Where Can You Use ERIC?

Personal Computers
Commercial Services

If you have a personal computer with a modem, you can use it to access ERIC information. Commercial networks such as America Online, CompuServe, and GTE Educational Network Services all feature "AskERIC" information on current topics in education. Many of these services offer all or part of the ERIC database, which can be searched using key words, titles, authors, or other approaches.

A personal computer and modem can also be used to search ERIC and many other databases for a fee by signing up with commercial online database vendors such as Bibliographic Retrieval Services (BRS) or DIALOG Information Services.

The Internet

Internet* users can reach an AskERIC service that offers fast, individualized responses to education questions and a free electronic education library. For example, the American Bar Association provides public access to the ERIC database through its Division for Public Education's World Wide Web homepage (http://www.abanet.org/publiced/home.html).

You can also use the Internet to connect to sites that offer free public access to the ERIC database. For the latest information on Internet access to ERIC, contact the ERIC Clearinghouse on Information & Technology (phone: 800/464-9107 or e-mail: askeric@ericir.syr.edu) or ACCESS ERIC (phone: 800/LET-ERIC or e-mail: acceric@inet.ed.gov).

Libraries and Information Centers

ERIC is available at most university libraries, many public libraries, and other professional libraries and education resource centers—more than 1,000 of which are designated as ERIC information service providers. At these locations you can search the ERIC database yourself, or have a librarian search for you. Most of these locations also have a substantial ERIC microfiche collection and microfiche readers/printers for making copies of ERIC documents.

ERIC Clearinghouses

All of the ERIC Clearinghouses have toll-free numbers and information specialists to help you. Even if you have access to ERIC on your personal computer or at a convenient library, you may want to contact the clearinghouse that covers your education topic. Clearinghouses offer free and inexpensive publications and tips on how to search the ERIC database, and can often refer you to other sources of information.

If you need help finding the best way to use ERIC, call ACCESS ERIC toll free at

1-800-LET-ERIC (800/538-3742).

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*The Internet is a worldwide cooperative computer network made up of many smaller networks that are interconnected. You may have access to the Internet through a computerized university or statewide teacher network, community network, or your membership with a commercial service.

Where to Locate the ERIC Documents and Journal Articles

The ERIC database has bibliographic information and abstracts on two types of materials: ERIC documents (with ED numbers) and journal articles (with EJ numbers).

With the expansion of computer access to information, there has been increasing interest in full-text electronic access to ERIC documents and articles, which would allow you to print or download the complete text of the ones you want. The ERIC system is exploring ways to make more of the database available in full text and has made the popular ERIC Digests available through the ERIC Digests Online File. You can get complete copies of ERIC Digests from many electronic sources, including most CD-ROM versions of ERIC, the online vendors, and several Internet hosts.

Until electronic full text becomes available for other ERIC database references, here's how you get copies:

ERIC Documents

Most publications with ED numbers can be found at any library that has the ERIC microfiche collection.* At these locations you can read the publications and make copies for a nominal per-page charge on a microfiche reader/printer. To locate the microfiche collection nearest you, call ACCESS ERIC at 1-800-LET-ERIC.

You can also purchase microfiche or paper copies of most ERIC documents from the ERIC Document Reproduction Service (EDRS), which accepts orders by toll-free phone call, fax, mail, or online (through DIALOG, Ovid Technologies, and OCLC). For more information to order documents, contact:

ERIC Document Reproduction Service (EDRS)
DynCorp
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Toll Free: 800/443-ERIC (3742)
Telephone: 703/440-1400
FAX: 703/440-1408

Journal Articles

Copies of journal articles announced in ERIC can be found in library periodical collections, through interlibrary loan, or from article reprint services, including:

UMI InfoStore
500 Sansome Street
Suite 400
San Francisco, CA 94111-3219
Toll Free: 800/248-0360
FAX: 415/433-0100
E-mail: orders@inforstore.com

Institute for Scientific Information (ISI)
Genuine Article Service
3501 Market Street
Philadelphis, PA 19104
Toll Free: 800/523-1850
Telephone: 215/386-0100
FAX: 215/386-6362
E-mail: tga@isinet.com

To obtain journals that do not permit reprints and are not available from your library, write directly to the publisher. Addresses of publishers are listed in the front of each issue of *Current Index to Journals in Education (CIJE),* ERIC's printed index of journal citations, which is available in many libraries.

*Approximately 5 percent of the documents abstracted in ERIC are not available in the microfiche collection. For those publications, the bibliographic citation will include information on where to get a copy.